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ABSTRACT

This bibliography contains citations for dissertations pertaining to the education or training of adults. The dissertations include those completed under the guidance of professors in member institutions of the Commission of Professors of Adult Education, those under the guidance of professors from other institutions not associated with the Commission of Professors, and those under the guidance of professors from other departments and institutions dealing with adult education. Studies are classified by broad subject headings used in the ERIC Clearinghouse on Adult Education. Subject, author and institutional indexes are provided. (Author)

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ADULT EDUCATION DISSERTATION ABSTRACTS: 1935-1962

Stanley M. Grabowski

Editor

Prepared by the

ERIC Clearinghouse on Adult Education

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ABSTRACT

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TABLE OF CONTENTS

SUBJECT INDEX i

INTRODUCTION 1

ABSTRACTS 3

AUTHOR INDEX 414

INSTITUTIONAL INDEX 439

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SUBJECT INDEX

SECTION	SUBJECT	ITEM NUMBER
0100	PHILOSOPHY, POLICIES, GENERAL OBJECTIVES	1 to 13
0150	LEGISLATION	14 to 16
0175	FINANCE COSTS	17 to 24
0200	ENROLLMENT, PARTICIPATION DATA	25
0250	STUDIES AND PLANNING -- Local Level	26 to 28
0300	STUDIES AND PLANNING -- State and Regional	29 to 36
0350	STUDIES AND PLANNING -- National Level	37 to 42
0400	STUDIES AND PLANNING -- International Level	43
0500	HISTORY	44 to 73
0550	BIOGRAPHY	74 to 77
0600	PROFESSIONAL ORGANIZATIONS	78
0900	ADULT EDUCATION AS A FIELD OF STUDY	79 to 83
0950	ADULT EDUCATION RESEARCH	84 to 85
1100	ADULT LEARNING CHARACTERISTICS	86 to 99
	1120 Mental, Perceptual Abilities	100 to 130
	1160 Psychological, Personality Factors	131 to 245
	1200 Age Difference	246 to 251
	1250 Life Experience Work Experience	252 to 253
	1260 High School Equivalency Tests & Certificates	254 to 256
	1300 Adult Education Participation	257 to 266
1500	PROGRAM PLANNING AND ADMINISTRATION	267 to 292
	1510 Assessing Educational Needs	293 to 328
	1600 Recruitment of Participants	329 to 330
	1650 Selection, Prediction of Success	331 to 347
	1700 Retention	348 to 352
	1750 Counseling, Guidance	353 to 400
	1850 Administration	401 to 438
2200	LEARNING ENVIRONMENTS	
	2210 Community Education and Development	439 to 468A
	2230 Rural Communities	469 to 482
	2240 Urban Environments	483 to 484
	2300 Residential Education	485 to 488

SUBJECT INDEX

SECTION	SUBJECT	ITEM NUMBER
2600	INSTRUCTIONAL METHODS	489 to 497
	2630 Teaching Styles and Techniques	498 to 500
	2730 Lecture	501 to 502
	2735 Coaching, Individual Instruction, Tutoring	503
	2750 Circulars, direct Mail	504
	2800 Correspondence Study	505 to 509
	2900 Discussion - groups	510 to 532
	2920 Human Relations, Laboratory Training	533 to 545A
	2950 Stimulation, Gaming	546 to 548
	2960 Case Studies	549
	3000 Conferences, Institutes, Workshops Clinics	550 to 556
	3010 Inservice	557 to 567
	3020 Short Courses	568
	3100 Mass Media	569 to 576A
	3120 Multi-Media Methods	577
	3150 Audio-Visual	578 to 582
	3170 Audio	583
	3190 Film	584 to 589
	3200 Educational Television	590 to 605
	3250 Educational Radio	606 to 610
3600	LEARNING FACILITIES	610
3800	PERSONNEL AND STAFFING	
	3820 Personnel Selection Policies and Practices	612 to 616
	3900 Staff Training	617 to 618
	4000 Teachers, Leaders, Change Agents	619 to 669A
	4100 Administrators	670 to 695
4600	EDUCATION OF SPECIAL GROUPS	
	4625 Young Adults	696
	4635 Older Adults	697 to 739A
	4650 Sex Differences	740 to 743
	4655 Education of Women	744 to 767
	4690 Veterans	768 to 781
	4760 Poor	782 to 783
	4800 Negro	784 to 792
	4850 American Indians	793
	4870 Migrant Workers	794 to 795
	5000 Mentally Disabled	796 to 806
	5025 Physically Disabled	807 to 822
	5050 Behavior Disorder--Drugs	823
	5060 Correctional Ed.--inmate	824 to 836
5200	PROGRAM AREAS	
	5230 Adult Basic Education - General	837 to 845

SUBJECT INDEX

SECTION	SUBJECT	ITEM NUMBER
	5280 Literacy Training --Abroad	846 to 851
	5290 English as Second Language	852 to 854
	5500 Community Services	855 to 857
	5550 Community Development Programs - Foreign	858 to 861
5700	CONTINUING EDUCATION IN THE PROFESSIONS	
	5750 Engineering, Architecture	862
	5850 Medicine and Health	863 to 865
	5900 Education	866 to 867
	5920 Adult Education	868 to 871
	6000 Religion	872 to 873
	6130 Correctional Personnel - Also Volunteers	874
	6135 Volunteers	875 to 878A
6150	TECHNICAL EDUCATION	879 to 880
6200	MANAGEMENT, SUPERVISION	881 to 898
	6300 Labor Education	899 to 905
6500	OCCUPATIONAL EDUCATION - IND. TRAINING	906 to 921
	6600 Clerical, Sales	922
	6700 Agriculture, Home Economics	923 to 976B
	6735 Machine Trades	977 to 979
	6750 Benchwork	980 to 981
	6860 Business Education	982 to 984
6900	LIBERAL EDUCATION	985 to 1016
6950	HEALTH, MENTAL HEALTH	1017 to 1040
7000	HOME, MANAGEMENT, CONSUMER EDUCATION	1041 to 1060
7020	FAMILY, PARENT EDUCATION	1061 to 1151A
7050	ARTS, CRAFTS, RECREATION- CONSERVATION EDUCATION	1152 to 1159
7150	CROSS CULTURAL TRAINING	1160 to 1170
7500	INSTITUTIONAL SPONSORS	
	7510 Colleges, Universities	1171 to 1195
	7600 Cooperative, Rural Extension	1196 to 1205
	7700 Junior Colleges, Community Colleges	1206 to 1212
	7800 Public Schools	1213 to 1235
	7900 Business and Industry	1236 to 1237
	8000 Armed Forces	1238 to 1245
	8050 Unions, Cooperatives	1246 to 1249

SUBJECT INDEX

SECTION	SUBJECT	ITEM NUMBERS
	8100 Religious	1250 to 1315
	8200 Libraries, Museums	1316 to 1325
	8250 Proprietary Schools	1326
	8300 State, Local Governments	1327
	8400 State, Local Non-Governmental Organizations	1328 to 1329
	8600 National Non-Governmental Organizations	1330 to 1332
9000	INTERNATIONAL PERSPECTIVE	
	9020 INternational, Comparative Studies	1333 to 1338
	9040 Developing Nations	
	9530 Scandinavia	1339
	9800 Asia	1340

INTRODUCTION

In 1968, the ERIC Clearinghouse on Adult Education undertook the task of compiling abstracts of dissertations pertinent to the education or training of adults in the hope of producing one comprehensive source.

The first compilation covering the five calendar years 1963-1967 was published in 1970; the second, covering the years 1968-1969, appeared in 1971; the present compilation covers the years 1935-1966.

In these compilations, we have attempted to bring together as many adult education dissertation abstracts as we could identify. We started with the composite lists of all persons who have received doctoral degrees (from the first one in 1935) under the guidance of professors in member institutions of the Commission of Professors of Adult Education -- a division of the Adult Education Association of the U.S.A. -- composed of universities which grant degrees or devote specified amounts of staff time to adult education teaching. Next, we included dissertations in adult education under the guidance of professors from other institutions not associated with the Commission of Professors. And, lastly, we included dissertations under the guidance of professors from other departments and institutions, but which dealt with adult education. Despite extensive efforts, we were unable to obtain copies of several dissertations; in fact, we could not even obtain abstracts of the dissertations from the authors themselves.

In the present volume, we have also included a large number of citations without abstracts. These citations were supplied to us by James E. Thornton from the University of British Columbia. Limited resources prevented us from supplying abstracts for these citations, as well as from presenting a descriptive analysis of the studies contained in this volume.

The studies are classified by broad subject headings used in the ERIC Clearinghouse on Adult Education. Unfortunately, we had to resort to an over-simplified coding in this volume, placing each study under a sponsoring agency, or the most obvious point of interest even though many studies should have been coded properly under several headings. At the end of some sections, however, we have given broad cross references to other closely related sections.

Each section of the classification is identified by a four-digit number. The individual items have sequential numbers from one through 1339. Dissertations guided by members of the Commission of Professors of Adult Education are marked by an asterisk. Author and institutional indexes are provided at the end of the book.

For each citation, we tried to provide as much of the following information as we could: a consecutive item number; title; author's name; institution where research was completed; degree attained if other than Ph.D.; microfilm order number; number of pages; and the year.

Most of the dissertations are available from University Microfilms at a standard charge of $4 for microfilm, and $10 for xerographic copies, plus shipping and handling charges. These may be ordered from:

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January 2, 1973

ABSTRACTS AND ANNOTATIONS

0100 PHILOSOPHY, POLICIES, GENERAL OBJECTIVES

1 A STUDY OF INFORMAL GROUP ACTIVITY WITHIN A COMMUNITY'S EDUCATIONAL ARENA. Barnes, William D. Oregon University. Ed.D. 60-6077. 175., 1961.

This longitudinal field study examined the informal relationships by which school oriented leaders influenced the development of policy in the educational arena of an Oregon community. Considered were 15 businessmen and professionals who were named as leaders by many others in the community and were also recognized as being influential in local school matters. These influentials belonged to one or another of four informal groups--(1) the businessmen, long politically dominent in the community, and concerned with the financial management of the school district--(2) young professionals concerned with improving municipal services--(3) several friends, almost all school district officials, who hunted and fished together--(4) the local newspaper editor and the new superintendent of schools, friends of long standing. Unlike the former superintendent, whose actions had reflected the views of the businessmen, the new superintendent developed far more flexibility in role behavior, using many groups as referents in his policies and practices. Implications for public school administration were noted.

*2 A PLAN FOR ADULT EDUCATION IN CHINA BASED ON THE EXPERIENCES OF MAJOR EXPERIMENTS IN ADULT EDUCATION, THE RESEARCHES OF THE SOCIAL CONDITIONS IN CHINA, AND THE HISTORY OF CHINESE EDUCATION OF THE PAST EIGHTY YEARS: A REPORT OF TYPE B PROJECT. Chen, Sih-kong. Columbia University. Ed.D. 4773. 175 p., 1941.

Beginning with the historical background and economic setting of adult education in China early in World War II, the author proposed a working philosophy of adult education; offered an overall appraisal of 69 major experimental efforts (chiefly in rural education and development) between 1922 and 1941; and discussed existing provisions for staffing, financial support, physical facilities, and other aspects of nationwide program administration and organization. He also described the activities and resources of the People's Institute of Adult Education, traced the development of museums and other adult educational resources within China, and asserted the need for an effective postwar system of adult education in a carefully chosen region encompassing several provinces.

*3 A COMPARISON OF PROFESSIONAL AND PARENT OPINION REGARDING CERTAIN EDUCATIONAL ISSUES. Richardson, Sybil Kilduff. University of California (Los Angeles). Ed.D. 155 p., 1952.

A literature review and a questionnaire-based pilot study were used to determine areas of agreement and disagreement in teacher and parent opinions on five broad educational issues; whether the educational implications of the points of unanimity were generally accepted; and whether the bases for differing opinions could be clarified in conferences and discussions. (Specific issues were growth characteristics, mental hygiene and personality development, teaching methods and the learning process, curriculum content, and administrative policies and school organization.) The study also examined divergent opinions within the parent and professional categories with respect to implications for parent education. Some important findings and conclusions were: (1) parents and teachers tend to agree on growth differences between boys and girls, the role of play and interest in motivation, and the importance of aggressive or withdrawing tendencies; (2) they differ on specific standards of achievement, methods and timing of teaching, the value of grades and homework, and the nature of reports to parents; (3) more complete records are needed of parent meetings to indicate when and to what extent these modify parents' opinions and understandings.

4 FREEDOM AND POWER IN A MULTIGROUP SOCIETY AS RELATED TO THE CONTROL OF EDUCATION. Bayles, Lewis Allen. Ohio State University. 58-506. 232 p., 1957.

This study focuses on freedom and power in a multigroup society as related to the control of education. Inquiry into the operations and values of modern multigroup society is frequently blocked by unrecognized attitudes regarding the relationships of freedom and group power. These attitudes are not purely "mental." They are related to group activities and institutions so closely that, if unrecognized, they achieve a status that for scientific purposes may be called ontological. This is to say that group allegiances and prejudices, past and present, frequently act as "givens" in social inquiry, even at the very points that it appears to be closest to "objectivity." The public of most schools today is not one but many. This means that many disputes ostensibly concerning the functions of education relate, in fact, to group conflicts over the control of education. Frequently, the school is asked to create the unity which America seems to lack politically. This demand may inhibit the spread of the ideal of free inquiry. Americans have learned to live with conflict, but they continually try to exclude it from the school. The teaching profession, therefore, should make itself a part of the reorganization of democratic ideals. To do this it must rid itself of its tendency to avoid controversy and learn to use the techniques of power which, in a multigroup society, are the only road to freedom.

5 ADULT EDUCATION CLASSES OFFERED IN COOPERATION WITH COMMUNITY GROUPS. Barker, Lowell F. Southern California University. Ed.D. 265 p., 1956.

The purpose of this study was to develop and to establish policies for administering public school adult education classes offered in cooperation with community groups. The assistance of key personnel was secured through a review of the literature and through interviews with adult education administrators in charge of individual school programs. This latter was used to collect the data. Of the 101 Californian public secondary schools which reported on adult attendance of two hundred average daily attendance units or more during the 1954 to 1955 school year, 74 offered classes in cooperation with community groups. Adjustability and flexibility within schools included the following: (1) fifteen administrators said that community groups helped in a variety of ways when sponsoring classes; (2) four administrators wrote that formal advisory committees were organized "sometimes"; (3) of the twelve schools which reported having community councils, six organized additional formal advisory committees for non-vocational classes; and (4) eight of the twelve planned classes with community groups on an informal basis. Eighteen (26 per cent) of the seventy administrators reported that their schools had written policies which could be followed when working with community groups. Three (4 per cent) supplied policy statements which were designed for the special purpose of being used in working with community groups.

6 AN EDUCATIONAL POLICY FOR ORGANIZED LABOR IN THE STATE OF COLORADO.
Schulz, Julius E. Colorado University. Ed.D. 507 p., 1951.

This study attempted to formulate an educational policy for organized labor with regard to the secondary school and to determine the extent to which such a policy could be implemented with the full support of other community groups. The investigation procedures were directed towards securing a composite of community education [illegible] regard to educational issues most directly affecting the lives [illegible] industrial workers as union members and citizens. A questionnaire was constructed for this purpose. The general population favored a functional type of curriculum directed toward the life needs of the students in preference to one centered on subject classifications. The rank and file of the union and non-union public, unlike other groups within the general sample, were more interested in personal economics than they were in larger economic concerns. Similar findings were obtained in the sociological field: the unionists and the non-union public evidenced that their greatest concern was education for family living. Both groups, to a greater extent than the teachers or the authoritative sample, placed greater reliance upon educational techniques for resolving international conflict than they placed upon predominantly military, economic, or political techniques. Unionists wanted the scientific and industrial content of history courses expanded at the expense of the political and military content. Vocational education was a subject of great concern to both labor and management.

*7 A STUDY OF THE NEED FOR THE EXTENSION AND IMPROVEMENT OF THE ADULT EDUCATION SERVICES OF THE OHIO STATE UNIVERSITY. Spence, John Allen. Ohio State University. 56-2185. 274 p., 1956.

The purpose of this dissertation was to arrive at guidelines for development of Ohio State University's general adult education programs. Data were obtained from interviews with staff members of the University as well as from other extension colleges, U.S. census reports, and other literature. The conclusions indicated that Ohio State University should--(1) provide part-time, formal programs for adults leading to certificates or degrees, (2) provide informal programs of continuing liberal and general education, (3) provide adults with vocational or professional education for refresher or upgrading purposes, (4) train teachers and leaders in adult education, and (5) provide counseling for individuals and community groups. Among the recommendations made with a view to the sound development of the University's adult education program were--(1) a university-wide extension organization, (2) special budgetary provisions, (3) criteria for judging proposed activities, (4) special campus facility for conferences and short courses, (5) cooperative efforts with other colleges in Ohio, and (6) closer relationships with the users and potential users of adult-education services.

*8 ADULT EDUCATION IN ISRAEL: PROBLEMS AND PRINCIPLES FOR FUTURE DEVELOPMENT. Tadmor, Shlomo. Columbia University. Ed.D. 175 p., 1958.

This project was designed to furnish adult educators, lay leaders, volunteers, and adult groups with principles for helping individuals to find themselves, express themselves, and ultimately surmount their difficulties. After reviewing the economic, social, and historical setting (1882-1958) of Palestine and Israel, motivating forces behind the postwar "big return", and the antecedents of modern Israeli adult education, the author outlined the national structure of adult education, and evaluated the impact of national age distribution, the heavy influx of Afro-Asian Jews, and movement from urban to rural areas, on Israeli social structure during the period 1948-58. He then discussed major areas of challenge: (1) problems and potentialities in educating immigrants (Jews from Yemen, for example) and older adults; (2) the broader challenge of integrating the divergent traditions of East and West; (3) general principles for future national development; (4) the family-centered approach, autonomous groups, and other innovations in method; (5) Hebrew instruction and public school adult education; (6) volunteer work, humanizing of the Civil Service, leisure time, and productivity as social problems calling for development; (7) improved organization of adult education through every possible public and private body.

*9 A STUDY OF THE POLICIES AND OPERATION OF THE CONTINUATION SCHOOLS OF NEW YORK CITY WITH PROPOSALS FOR MODIFICATIONS. Wolfson, Harry Erwin. Columbia University. Ed.D. 250 p., 1957.

The study was undertaken largely to elicit constructive action by city and state officials, and to develop proposals for consideration. First came background information on compulsory education laws, purposes and organization of continuation schools, characteristics of dropouts who become continuation students, the nationwide status of continuation school education, comparisons between continuation and other vocational classes, and steps being taken by other communities to meet dropouts' needs. Opinions, attitudes, and pertinent research were summarized. Included were registration and attendance figures, pupil-teacher ratios, opinions of principals, needs and attitudes of pupils, souces of teacher dissatisfaction, the position of organized labor, current thinking in continuation school administration, and an appriasal of the situation in New York City by a special committee. (Gaps were found in dropout guidance, training, and placement services which were not being met by continuation schools.) Recommendations called for new legislation, a special advisory committee, a continuation education directorship, a system of alternate educational requirements, separate facilities and organizations, emphasis on the employment certification procedure, trained teacher-counselors, liaison with the courts, and a basic instructional program geared to immediate needs.

*10 THE ORGANIZATION OF A PUBLIC COMMUNITY COLLEGE PROGRAM IN RELATION TO POST-SECONDARY EDUCATIONAL INTERESTS AND NEEDS IN AN INDUSTRIAL COMMUNITY. Black, Myrtle Foster. Michigan University. 3717. 219 p., 1952.

The purpose of this study was to supply the fullest possible answers to the question: "In what directions should the junior college in Flint, Michigan, move in order to serve most adequately the post-secondary educational interests and needs in this industrial community?" Data were secured from the literature, a field study, and four cooperative community surveys. The findings indicated that the most promising pattern for post-secondary education for Flint was the community college. It was concluded that the local junior college should plan and progress in its philosophy and organization in the direction of the more complete development and implementation of the community college concept. This involved, among other things, greater community orientation, the further study and identification of community needs, and the provision of additional courses and curricula to meet the needs of increasing numbers of young people and adults. Considerable data pointed up the growth and development of adult education and its significance, particularly for the community college. In moving toward the community college concept, Flint Junior College would have to give the college-parallel, terminal, and adult education phases of its program coordinate status and attention.

*11 GUIDING PRINCIPLES FOR EDUCATIONAL PROJECTS IN UNDERDEVELOPED AREAS. Pabaney, Aziz Dawood. University of California (Berkeley). 381 p., 1952.

The author sought to determine what efforts should be made to develop underdeveloped regions at the local level, and what means to employ. He examined case studies from the Philippines and China; educational projects in Indonesia and elsewhere with a single focus (schools, health, hygiene, or agricultureal extension); Mesico's early (1923-38) rural and urban cultural missions and reorganized missions (since 1942); and multiple-approach projects in New Mexico, Virginia, and Martandam (South India). Several important principles were offered: (1) change agents must understand the local culture and work harmoniously with it; (2) they should start where the people are rather than where the people supposedly should be; (3) a need exists for an integrated, comprehensive program, and for intensive efforts to assure permanency of change; (4) it is preferable to begin with easily attainable projects; (5) projects must be feasible in terms of cost and availability of materials; (6) community self-help must be encouraged; (7) the group and the leader in a self-help project must be considered part of the same process; (8) continuous evaluation and adaptation are needed; (9) short-range and long-range goals are complementary; (10) ends and means must be clarified.

12 A SURVEY OF ADULT EDUCATION IN 296 PUBLIC SCHOOLS IN THE UNITED STATES, 1938-47, INCLUSIVE. Finkelstein, Elizabeth B. Temple University. Ed.D. 266 p., 1950.

This study investigated the philosophy underlying public school adult education programs conducted in selected school systems, the nature of these programs, how they were being administered, and trends (both existing and projected) in adult education. Beginning with review of early efforts the author described the changing scope of adult education, basic concepts and attitudes, and major program characteristics and administrative practices since World War I, particularly World War II and the immediate prewar and postwar periods. Kinds of program offerings (community relations, home and family life, recreational, cultural, and creative, correspondence study, instruction for the handicapped) were covered, including data on enrollment and attendance. Aspects of administration were analyzed--physical facilities and equipment, organization of classes, personnel supervision, publicity, financial support, and recordkeeping. These were some major findings and conclusions: (1) most districts viewed adult education as involving free opportunity for continuous development and enrichment, help in understanding and meeting change, and training for intellectual participation in all groups; (2) most districts gave students some voice in determining program content and activities; (3) a need remains for naturalization and other remedial courses; (4) adult education is still largely part time.

13 ASPECTS OF THE SOCIAL PHILOSOPHIES OF JOHN DEWEY AND REINHOLD NIEBUHR AS THEY RELATE TO EDUCATION. Rich, John Martin. Ohio State University. 205 p., 1958.

See also: 0350 Studies and planning -- national level.

Related: 0150 Legislation; 0900 Adult education as profession and field of study.

0150 LEGISLATION

14 TENURE IN THE ADULT SCHOOL. Bjelland, Dale A. Southern California University. Ed.D. 293 p., 1958.

The purposes of this study were to: (1) ascertain the major problems created for adult schools by the California teacher tenure law; (2) determine the nature and impact of these problems of tenure legislation as they affect the interpretation, administration, and operation of adult schools; and (3) develop guidelines that would help educators, legislators, and the lay public establish improved tenure policies. The Education Code was surveyed to ascertain which sections of the law formed the statutory basis for tenure in California. An analysis of the court cases tried under those sections was then made to determine how the courts have interpreted the tenure statutes passed by the state legislature. Some of the findings were as follows: (1) dismissal procedures may be divided into two major categories (statutory and non-statutory); (2) ranking of most important legal reasons for dismissal by principals were incompetency, evident unfitness for service, dishonesty, immoral or professional conduct, and persistent violation or refusal to obey school laws; (3) ranking for the most important non-statutory reasons for dismissal were weakness of personality, unprofessional conduct, lack of interest in work, and disloyalty. Generally, changes in the law were desired by principals and superintendents. Less than one per cent of the teachers in adult education were working under sub-standard credentials.

*15 STATUTORY PROVISIONS FOR PUBLIC SCHOOL ADULT EDUCATION AND THEIR IMPLEMENTATION. Miller, Leon F. Chicago University. T 740. 478 p., 1950.

It was the purpose of this study to present a comprehensive picture of the provisions made by law or by state administrative authorization for the promotion and implementation of public school programs of adult education. All the available school laws of the states were surveyed and all provisions for or having relation to public school adult education were extracted. The developments of the twenty years prior to 1950 and the 1950 provisions for adult education under public school auspices were encouraging evidence that the states were looking upon adult education as an important field in and an integral part of their public educational systems. Although there were neither complete agreements on nor uniform provisions for adult education and the means of implementation under state and local school direction, it was apparent that the states were increasingly providing for broader and more extensive programs and were authorizing state and local school funds to be used in support of such programs. It appeared that this development would continue. Six states had extensive provisions for adult vocational as well as adult general education; five states had moderate provisions for adult vocational education and extensive provisions for adult general education; one state had limited provisions for adult vocational education and extensive provisions for adult general education; two states had extensive provisions for adult vocational education and moderate provisions for adult general education.

16 A STUDY AND APPRAISAL OF OREGON'S CONTINUATION SCHOOLS. Manning, Mary. University of Oregon. Ed.D. 205 p., 1952.

The author studied and appraised the Oregon continuation schools, evaluated the Compulsory Education Law os 1945, and investigated how the law is being accepted and carried out. Data were obtained from various sources, including interviews with 111 Portland continuation students (1949-50), personal interviews and correspondence with teachers and officials, and questionnaire responses by matched groups (age and sex) of continuation and regular high school students. Continuation school programs at Portland, Salem, Corvallis, and Eugene varied considerably in hours, curricula, administration, and student personnel, with little apparent communication between school heads. Response patterns of the continuation and norm groups differed greatly, but more in degree than in kind. (Findings on the Portland continuation students essentially agreed with those from the 1949-50 survey.) In some respects (number of continuation students and communities involved) the law was not being complied with, but legal specifications for hours and curricula were being met. Very few interviewees, public officials or otherwise, favored the existing compulsory attendance law. Some recommendations were: (1) help continuation school youth through closer school-community cooperation and collaboration; (2) minimize the compulsory features of the 1945 law; (3) remove the continuation schools from administration by the Department of Vocational Education; (4) provide financial aid for students who need to work to earn money.

Related: 0100 Philosophy, Policies, General Objectives.

0175 FINANCE COSTS

17 FINANCING ADULT EDUCATION IN THE PUBLIC JUNIOR COLLEGE OF COLORADO. Banta, Clarence O. Colorado University. 282 p., 1954.

The purposes of this study were to: (1) secure information about the methods presently employed in financing adult education in Colorado public junior colleges, (2) evaluate their financing practices, and (3) formulate plans for improved financing practices which would lead to improvement in the adult education programs of these institutions. A questionnaire was used to collect the data. Uniformity in the pattern of financing did not exist, since these institutions were of three organizational types: two were financed mainly by funds appropriated by the state legislature; one was municipally financed; and the remaining five were operated by county junior college districts. Thirty-seven per cent of the income for adult education came from state and federal sources and 63 per cent from local sources, including course fees and taxes. Fees varied from 18 per cent to 90 per cent of the total income for adult education. There was a dependence upon a county tax levy from five per cent of the total income in one institution to 30 per cent in another. State aid made up five to fifty-nine per cent of total income; reimbursement of salaries of teachers of vocational subjects from zero to thirty per cent. Any plan for educational financing should be flexible enough to allow for sufficient change and adjustment to fit local situations. It was recommended that the institutions which were not organized as county junior colleges shift as much of the cost of adult education as possible from course fees and use federal and state financial support.

*18 FACTORS RELATING TO THE FINANCIAL SUPPORT OF CONTINUING EDUCATION AS REVEALED BY A STUDY OF SELECTED MICHIGAN COMMUNITIES. Holden, John Bernard. Ohio State University. 15,844. 223 p., 1955.

Three different-sized Michigan communities were selected to examine factors relating to the financial support of continuing education. A random sample was taken from the adult population of each community. Volunteer lay leaders and graduate students were trained and used as interviewers. It was concluded that individuals will: (1) pay more readily for adult education which increase their earning ability than for some other types; (2) pay to a considerable degree for adult education that will provide self-satisfaction of a recreational or cultural nature; (3) be more reluctant to pay for adult education that improves the home and community than for other types; (4) pay a part of the cost of certain types of adult education, but not all the cost; (5) be influenced somewhat in their willingness to pay for adult education by the number of years of school completed, family status, family income, and the number of organizations with which they are affiliated. Very little relationship was found among sex, age, church affiliation, occupation, socio-economic class, and people's views about financing adult education.

*19 CRITERIA FOR DETERMINING FINANCIAL SUPPORT OF COUNTY AGRICULTURAL EXTENSION WORK IN TEXAS. Pfannstiel, Daniel Charles. Wisconsin University. 59-3215. 329 p., 1959.

This study was undertaken for the purpose of providing the Texas Agricultural Extension Service with a formula, using appropriate criteria, that would ensure fair and consistent allocation of county extension costs to the county, the state, and the federal governments. Criteria were identified from literature and information obtained from district fiscal extension agents. These were evaluated by a test that was formulated by a test that was formulated, and that consisted of a set of assumptions regarding desirable characteristics which the criteria and the formula should possess. On the basis of the test three groups of criteria were selected; (1) the first group, relating to the size of farm, rural non-farm, and urban population classes, was selected for determining the size of the extension program to ascertain the number of extension personnel required in each county; (2) the second group, relating to county extension expenditures, was selected for determining the minimum county extension budget required to support the staff size indicated for each county adequately, and (3) the third group, relating to county assessed valuations, was selected for apportioning federal-state and county funds to each county extension budget. The use of these selected criteria would enable state and county officials to determine the amount of funds to be contributed from federal-state and from county sources.

20 FINANCING PUBLIC SCHOOL ADULT EDUCATION IN THE STATE OF CALIFORNIA. Hurlbut, Edward Vladimir. University of California. 309 p., 1957.

The present study traced the legal development of the current program of state and local support for public school adult education in California, outlined the legal basis for existing financial practices, developed criteria for adequate and equitable financing, analyzed and evaluated current practices and policy, estimated the actual program costs, and offered recommendations for an adequate plan of financial support. Some important findings were: (1) despite stated objectives, California adult education has a largely laissez-faire philosophy dictated by dependence of the criterion of program attendance; (2) social and civic education, arts and crafts, business education, homemaking, and language and and speech arts were the leading program areas in terms of enrollment, classes, course titles, and schools involved; (3) counseling, guidance, transportation, cafeterias, and other student services for adults were not widespread; (4) about half the districts offering adult education programs charged tuition. MAJOR CONCLUSION: The chief failing of the existing funding plan is the absence of a definite sum which adequately represents the need per unit of adult average daily attendance for a satisfactory educational program.

21 FINANCING OF ADULT EDUCATION IN THE UNITED STATES WITH SPECIAL APPLICATION TO THE STATE OF CALIFORNIA. Sheblak, Vernon Brauer. University of Southern California. Ed.D. 247 p., 1953.

In order to recommend a plan for funding adult education in California in accordance with the best available criteria, the study evaluated existing plans for financial support, and policies for allocating funds for public school adult education in the various states and territories. Some major findings and conclusions were: (1) state funding (which is conducive to strong programs) and local school district funding are the two basic approaches; (2) seven states allocate funds according to instructional costs, but many states use criteria based on attendance; (3) broad, comprehensive programs are found only where state aid is not limited to certain types of programs; (4) hidden costs such as heat, lighting, and maintenance deserve closer attention; (5) the best solution to the question of free public adult education versus tuition fees would be a permissive law (California already has such a law) under which a school district could choose one approach or the other.

*22 THE ADMINISTRATION OF FUNDS FOR PUBLIC SCHOOL ADULT EDUCATION. Royer, Harold Leroy. Kansas University. Ed.D. 57-4025. 116 p., 1956.

A survey was made of the administration of public school adult education funds in Kansas, together with an examination of the strongest and weakest phases of the present program. A questionnaire completed by 29 adult education directors gave general remarks and data on program size, receipts, method of financing, chief difficulties encountered in program financing during the past year, judgments as to the best and the weakest phases of adult education in each school and the greatest difficulties found in conducting programs. The existence of correlations between certain variables (six measures of community financial status and three adult education measures) was not supported. State and Federal aid to vocational education, student fees, and money from local school districts were the chief sources of income. The largest number (35%) of the directors gave fees plus Federal, state, and local funds as their first choice for funding. The problem of collecting fees fairly, lack of funds for advertising, experimentation, instructors and equipment, inadequate instructor salaries, and inadequate and indefinite allocation of funds were the main financial problems. Homemaking, business, and trade classes (in that order) were the best program areas; publicity, financing, and instructor recruitment were the main weaknesses.

23 THE ADMINISTRATION OF FUNDS FOR PUBLIC SCHOOL ADULT EDUCATION. Rogers, Harold Leroy. Kansas. 1957.

24 A PRELIMINARY APPRAISAL OF FINANCING PUBLIC SCHOOL ADULT EDUCATION PROGRAMS IN NEW YORK STATE. Stanley, Ralph J. Columbia University. 120 p., 1951.

Related: 0100 Philosophy, Policies, General Objectives;
0150 Legislation; 0350 Studies and planning -- national level

0200 ENROLLMENT, PARTICIPATION DATA

25 VOLUNTEER AND STAFF PARTICIPATION IN A VOLUNTARY SOCIAL WELFARE ASSOCIATION IN THE UNITED STATES, A STUDY OF THE NATIONAL YOUNG WOMEN'S CHRISTIAN ASSOCIATION. Almanzor, Angelina Carunungan. Columbia University. D.S.W. 61-2207. 226 p., 1961.

In this study, which focused on volunteer and staff participation in the national YWCA, data were examined on the differences in age, marital status, religion, value orientation, socioeconomic status, motivation, and role perception which affected the participatory behavior of members of a committee group working on a specific project. Attention was also given to organizational policies which minimized conflicts and maximized the cooperative and satisfying participation of volunteers and staff members. Continuing involvement in program activities, holding offices, attending meetings, voting in elections and effective communication between volunteers and staff were the criteria for assessing participation. Except for marital status, the social characteristics of the two groups correlated closely, thus dispelling the myth that intergroup stresses and strains frequently arose because of dissimilar backgrounds. In general, participation was enhanced by those factors--interpersonal influences, normative dispositions, the nature of the job, stability of the work force, and orientation toward work life and coworkers--making for greater identification with one's occupational situation and community.

0250 STUDIES AND PLANNING -- Local Level

26 INDUSTRIAL ARTS PROGRAMS FOR ADULTS: A STUDY TO DEVELOP PROCEDURES AND PRACTICES WITH REFERENCE TO INDUSTRIAL ARTS PROGRAMS WITH IMPLICATIONS FOR ADULT LIVING. Crawford, Bryant. Ohio State University. 62-756. 279 p., 1960.

The author attempted to point out the larger role industrial arts can play in school and community in improving both the vocational and leisure aspects of adult living. He outlined various productive outcomes which adults can achieve in different areas--home workshops, do-it-yourself activities, rehabilitation and therapeutic measures, recreational and camping improvements, and the development of subject-matter interests and skills. After a literature review on adult learning, industrial arts, the scope of adult education, and related concerns, an investigation was made of representative industrial-arts and allied adult education programs to discover salient features of administration and structure in such areas as financial support, curriculum content, curriculum design and change, enrollment, facilities, and public relations. Attention was focused on typical urban public school adult education programs, rehabilitation of veterans, the Mott Foundation Program (Flint, Michigan), community-center projects, and the Central State College program at Wilberforce, Ohio.

27 A PLAN FOR MEETING MOST COMPLETELY THE POST-HIGH SCHOOL EDUCATIONAL NEEDS OF HARTFORD YOUTH. Garber, Leonard. Columbia University. 1950.

28 THE DEVELOPMENT OF A COMPREHENSIVE PLANNING PROGRAM IN THE SCHOOL DISTRICTS THROUGHOUT KING COUNTY, WASHINGTON, TO BE USED AS A BASIS FOR LOCATING FUTURE SCHOOL SERVICE AREAS. Kruzner, Donald Lee. University of Washington. Ed.D. 12994. 1955.

0300 STUDIES AND PLANNING -- STATE AND REGIONAL

*29 PLANNING A STATE ADULT EDUCATION PROGRAM IN COLORADO. Gilligan, Thomas J. and Van Orman, William T. University of Denver. Ed.D. 526 p., 1956.

This study reviewed the status of formal adult education programs in Colorado under the auspices of the public secondary and junior college school districts; ascertained what policies and practices could be derived from such a review and applied by the State Department of Education; and to examine local and national trends, policies, and attitudes in the field of public adult education. Some important findings and conclusions were: (1) lack of money was the main obstacle to the proper development of Colorado public school adult education; (2) student fees were the primary source of funds, and state aid was greatly needed; (3) despite a widespread and growing need, statewide program offerings were limited, and the growth rate was below the national average; (4) there was a lack of the community surveys required to define needs and help develop methods of program planning; (5) public school adult education could have been conducted in existing school buildings with a minimum amount of additional materials and equipment; (6) local school districts gave their adult education programs minimal supervision and leadership; (7) administrators and lay leaders agreed on major adult education goals and on various aspects of statewide adult education; (8) more advisory committees were needed at the local level.

*30 A PROGRAM OF ADULT EDUCATION FOR NEW MEXICO. Reid, Jesse Taylor. Columbia University. Ed.D. 66 p., 1937.

Adult education in the State of New Mexico should be a public responsibility. This is not to minimize the work already done by private agencies such as the YWCA and YMCA, the American Legion, Parent Teachers Association, etc. and public agencies such as the Agricultural Extension Service, the Vocational Rehabilitation Service, and the CCC Education Programs. The suggested program should be administered by these already-existing agencies through the coordination of resources and efforts; it should provide vocational education as we as basic skills, health education, citizenship, human relations, and cultural education. It is within the province of the State Board of Education to provide for adult education by: establishing a Bureau of Adult Education; assigning a director and staff to the work; prescribing the extent and types of adult education to be promoted by the Bureau; authorizing school districts to undertake programs, including the levying of taxes for their support; and providing for teaching personnel, curriculum construction, and supervision of instruction. Program content should be relevant to the needs of the people (largely Spanish-speaking and rural) and methods should include the shop-laboratory-conference method, formal instruction, discussion-forum, lecture, and certain special methods such as correspondence, radio, visual aids, exhibits, and demonstrations.

31 ADULT EDUCATION IN SWEDEN: ITS ADMINISTRATION AND ORGANIZATION WITH IMPLICATION FOR ADULT EDUCATION IN CALIFORNIA. Tegner, Olaf Herman. Southern California University. 321 p., 1958.

It was the purpose of this study to analyze the administration and organization of adult education in Sweden for the purpose of determining implications for the administration and organization of adult education in California. The procedures included literature reviews, interviews, and analyses of two systems. The following were among the conclusions. The educational program in Sweden is ideally suited for the climate in which it finds itself, but its overall method of administration and organization would not be applicable to the adult education program in the State of California. The study circle idea of "comradeship and study" has great merit. The program of state support for adult education in Sweden is not as uniform as it is in California. There is a definite lack of consistency within the Swedish program, which must rely heavily on contributions from national movements, trade unions, and private individuals. This program is inconsistent with proper planning and budgeting. The Swedish definition of adult education "folkbildningsarbete" imples that it is an inherent duty, not merely a privilege. It is more comprehensive than the Californian interpretation. The majority of the Swedish teachers of adults do not have credentials and serve rather as leaders than teachers. All teachers in California must have credentials, or lecture permits. The Swedish system meets the needs of its own program but would not be feasible in California, and no positive implications can be drawn.

32 INFORMAL NON-CREDIT ADULT EDUCATION IN THE PUBLIC COMMUNITY JUNIOR COLLEGE: CURRENT TRENDS AND FUTURE PROSPECTS. Erbstein, George Bernard. Columbia University. Ed.D. 62-4891. 274 p., 1962.

The specific objectives of this study were to determine whether there had been any discernible trends since 1955 and to consider the future prospects, relating to the concern for formal non-credit adult education by the locally-controlled public community junior colleges of the United States. The primary source of data was an eight-page questionnaire sent to the head administrators of 280 locally-controlled public community junior colleges. Of this number, 224 (80 per cent) were returned and used. Some conclusions were reached. Between 1955 and 1962 the interest and the activity of the locally-controlled public community junior colleges in informal non-credit adult education had not kept pace with the development of degree-credit programs for adults. The most pressing problem affecting the development of non-credit programs was of a financial nature. In addition, three factors causing these colleges to place a higher priority on degree credit courses for adults were: student demand, legislative action, and pressures resulting from increased full-time enrollments. The prospects were that the non-credit function would remain as part of adult programs in a large majority of these institutions but with less status than the degree-credit objective. The principal emphasis in programming would continue to be in the vocational-technical area with increased importance given to the areas of general education, civic and public affairs, and personal adjustment

*33 A STUDY TO DETERMINE A MASTER PLAN FOR POST-SECONDARY VOCATIONAL-TECHNICAL EDUCATION FOR THE STATE OF OHIO. Schaefer, Carl John. Ohio State University. 59-5937. 246 p., 1959.

A study to determine a master plan for post-secondary vocational-technical education for the state of Ohio involved the development of a rationale of vocational-technical education, a statistical study of the composition of states having post-secondary vocational-technical education, and the selection of six states which were similar to Ohio. An opinion survey questionnaire circulated to a group of experts within each of the six states resulted in forty-nine criteria which formed the basis for the proposed master plan for Ohio. The development of the master plan included six parts: (1) a plan for the authorization to establish and maintain vocational-technical institutes provided for state financial aid as a legal basis for the establishment of post-secondary vocational-technical education; (2) a plan of organization and administration outlined the geographic arrangement of the state; (3) a plan for level of program and curricula delineated the thinking of the experts concerning actual offerings of post-secondary vocational-technical institutions; (4) a plan for facilities and financing attempted to provide an adequate and realistic means of meeting capital outlay and operating costs; and (5) a plan of supervision and instructional staff outlined the personnel designated to execute the policies as set forth by the Board of Trustees and the required certification of teachers.

*34 TRAINING PROGRAMS FOR EXTENSION FIELD WORKERS IN THAILAND. Smitananda, Phanom. Cornell University. Ed.D. 61-5165. 224 p., 1961.

It was the purpose of this study to present prospective programs for the improvement of in-service training in extension work for the Kingdom of Thailand. Three hundred and sixty respondents out of the total population of 441 Thai extension personnel comprised the sample. Data were obtained from the previous induction and in-service training programs participated in by the respondents and their evaluation of such programs. The researcher concluded that two types of formal professional improvement opportunities as well as academic advancement were available: graduate study in extension education at Kasetsart University, Bangkok, Thailand, and college education with emphasis on extension for persons who had high school equivalent qualifications. For the professional improvement of the whole service, seven types of informal in-service training programs were proposed: (1) monthly two-day conferences for a period of six months each year; (2) quarterly three-day conferences for experienced personnel at the district level; (3) semiannual conferences for exchange of experiences of provincial agricultural officers; (4) workshops of one or two weeks on specific problems; (5) two-week short courses for young inexperienced extension personnel; (6) three-week short courses for experienced men of third grade rank; and (7) six-week short courses for experienced fourth grade officials who were prospective third graders.

*35 A PLAN FOR THE DEVELOPMENT OF AN ADULT EDUCATION PROGRAM FOR RURAL NEWFOUNDLAND. O'Neill, Florence. Columbia University. Ed.D. 158 p., 1944.

The major purpose of this project was to provide a plan for the organization and administration of an adult education program conceived in the broadest possible terms for rural Newfoundland.

Coordination through the formation of a departmental committee was seen as an initial step in the effort to view Newfoundland as a whole. Its primary function was seen as looking at the whole country and evaluating the actual functioning of the various agencies in the light of their particular aims and in the light of the vast totality of its needs. The plan provided for a male and female worker in each district so that attention could be paid to particular aspects to which either was better suited in addition to the overall basic coordinative action. A description of one of 24 stories dealing with program development in communities, was given. It was suggested that: (1) governmental agencies, community development service, and workers were fully cognizant of the difficulty of the task they undertook; (2) although sociological trainig and caredul planning at the national and local levels would have prepared them to meet and overcome many obstacles, many mistakes would be made and many misunderstandings be unavoidable. The writer stressed the need for intensive effort to initiate programs in local communities, and the danger of the worker's trying to cover too much territory.

*36 A PLAN FOR ORGANIZING ADULT EDUCATION IN TEXAS. Morton, Jack R. Columbia University. Ed.D. 106 p., 1939.

The most pressing social problems of Texas can be met most effectively and economically by coordinating and supplementing the services of the more than 20,000 local agencies--high schools, public and private colleges, service clubs, libraries, churches, and others--presently offering adult education to Texans. Texans need a fuller understanding of social changes affecting them, of cooperative education as a means of community action, and of the need for a unified attack on community problems. Communities need a simple, practical plan for undertaking cooperative improvement through education without extensive initial investments. Local communities must be stimulated to plan and attempt such programs. Current adult education resources must be examined in detail. Local programs, as they develop, will need professional advice and guidance. Representatives of university extension and other agencies have been contacted regarding ways of organizing adult education services. Through their active and sustained cooperation, a series of articles on social change, the nature and meaning of adult education, the planning of community adult education, and current resources and needs, has emerged. Recommendations include creating a state agency supported by membership fees, and located in the University of Texas Extension Division.

*37 A STUDY TO FORMULATE A PLAN FOR THE WORK OF THE CANADIAN CITIZENSHIP COUNCIL: A REPORT OF A TYPE B PROJECT. Kidd, James Robbins. Columbia University. Ed.D. 165 p., 1947.

The purpose of this study was to develop a program for the Canadian Citizenship Council (CCC), a federation of the nine Provincial Departments of Education and twelve national organizations concerned with education, which have joined together in the interest of developing democratic citizenship. At the conclusion of World War II, Canada faces perplexing new relations with the British Commonwealth and the United States and with Russia as a result of the new frontier created by aviation; Canadians need a positive affirmative sense of citizenship. In its short life, and in spite of a small staff and an uncertain budget, the CCC has won the confidence of its member organizations and of several departments of the Federal Government. Now it should enlarge its activities -- consultation; coordination of activities related to citizenship; and the services of staff, resource materials, publications, and representation before government. Subject areas to be covered should include world citizenship; home and family life; guidance, counseling and mental health; religion and citizenship; the French-English problem; national days of remembrance, and protection of minorities. The CCC must work with the Canadian Citizenship Branch of the Department of State to build up a library, prepare materials for publication, initiate national conferences, and provide professional training for teachers. It should give thought to whether there should be a larger membership, whether there should be individual memberships, whether provincial citizenship councils should be established. To achieve its ends, it must have a stabilized financial base; it should have a regular grant from government and support from Foundations.

38 A SOCIOLOGICAL FOUNDATION OF ADULT EDUCATION IN CHINA. Chen, Wei-lun. New York University. Ed.D. 103 p., 1935.

After reviewing the history of adult education in China and discussion in detail its present status and condition (1935) at the national, provincial, and local levels, the author examined current practices with a view toward suggestions for reconstructing the adult education system. The unsettled nature of adult education in China was evident in the claims made in behalf of various educational practices; confusion reflected in fague and varying purposes and overlapping terminology (social education, mass education, continuation education, etc.); and the inadequacy of an arbitrary determination of policies and programs. Such other weaknesses as overemphasis on formal activities and book learning, low teacher qualifications, inadequate facilities, insufficient attention to social purposes, neglect of manual and physical training, failure to lengthen the school term, and shortages of qualified administrative and supervisory personnel, were also noted. Finally, the potential for educational reconstruction was discussed, with attention to appropriate aims, objectives, and guiding principles, as well as to practical activities in literacy education, general and fundamental education, citizenship education, cultural education and recreation, economic improvement, vocational education, health education, and physical culture.

39 EDUCATIONAL CHANGE IN SIERRA LEONE. Coleson, Edward Paul. Michigan University. 17,426. 357 p., 1956.

The purpose of this study was to examine the factors involved in the development of an educational program most appropriate for the people of Sierra Leone, West Africa. Sources of data were: government documents, books and periodicals. The investigation revealed that the traditional British educational system had proved to be inadequate (95 per cent of the people of the Protectorate were still illiterate), was constituting a serious economic burden although so few were benefiting from it, and tended to form an educated elite, separated from its people, and unwilling to work except at what were regarded as professional jobs. The nationalist People's Party proposed a vast extension of the system, but the resources for an all-inclusive educational program along the existing lines were not apparent. In the meantime health, agricultural, and governmental problems became acute because the people were unprepared to cope with them in a fast-moving world. A literacy program started in the hope of quickly providing literacy for all the people had made little prograss although it appeared feasible. The vernacular had been the medium selected. It was concluded that fundamental education as promoted by UNESCO had possibilities as a means of resolving the educational dilemma.

*40 ADULT EDUCATION IN THE DEMOCRATIC STATE OF TURKEY. Savli, Banu. Indiana University. 8797. 258 p., 1954.

The purpose of this study was to show the ideal form of adult education for a people living in a democracy. A survey of the Turkish scene indicated that after Turkey became a republic in 1923, education was the guiding spirit of the whole democratic social reform movement. This movement which was mostly controlled by official organizations and which emphasized literacy, agriculture, and vocational and technical education was not as progressive as it should have been. The aim was to develop throughout the nation individuals of intelligence and character who could face successfully and effectively the responsibilities of democratic living. Findings showed that althouth the education and knowledge had been increased, this had not been done evenly. Ideals, in certain cases, had affected the appearance but not the mentality. In spite of the measures taken, the rate of illiteracy was still high, amounting to 65 per cent. Among the reasons for these inadequacies were the lack of: (1) finances, (2) organization, planning, and coordination among the active agencies in the field, (3) voluntary organization, (4) efficiently applied methods and techniques, and (5) competent leaders.

*41 ANALYSIS OF THE PROBLEMS INVOLVED IN INITIATING ACTION-RESEARCH PROGRAMS IN ISRAEL. Smilansky, Moshe. Ohio State University. 274 p., 1953.

The author discussed problems and processes involved in action toward social change in Israel. Challenges posed by the heavy influx of immigrants, the task of assimilating Oriental Jews culturally and economically, land settlement and population distribution, and uneasy relations with the Arab minority loomed large. The government, the Army, the labor movement, and cooperative and collective settlements were examined as potential resources for constructive change. Theoretical issues relating to the nature of social change, the determination of needed or desirable change, and the role of the social scientist, were raised, followed by considerations (group dynamics, leadership development, research methodology) in the actual design of a process.

42 A PLAN OF ADULT EDUCATION FOR EASTERN PAKISTAN. Choudhury, A.N.M. Mumtaz Uddin. Cornell University. 396 p., 1949.

This study proposed an adult educational plan for Eastern Pakistan. The author suggested that the adult educational scheme should cover the entire province over a period of three years. He proposed: (1) a workshop for training prospective adult education worker, (2) inclusion of Thana (Police Station) as a unit of administration, (3) the immediate task of the organizer to be the training of prospective leaders who need initial training, (4) functions of the Provincial Adult Educational Council, the Thana Adult Education Council, the Village Adult Educational Council, and of the organizer of adult education, (5) the responsibility of the Chief Office of Adult Education, and (6) the duties of the District Office of Adult Education. The writer's tentative educational program included: literacy, vocational, civic and public affairs, arts and crafts, parent and family life education, health and recreation, and homemaking and dramatics. He suggested that: day-time adult education classes be organized; attempt be made to hold classes in libraries and houses; each citizen demand from the Central Government opportunities for a wholesome education in the event that the provincial government concerned cannot do so; and a bureau of adult education be created in the Education Department of the central government at Karachi.

See also: 0100 Philosophy, Policies, General Objectives

Related: 0150 Legislation; 0175 Finance costs

0400 STUDIES AND PLANNING -- INTERNATIONAL LEVEL

*43 A STUDY OF THE DEVELOPMENT OF THE AMERICAN TECHNICAL ASSISTANCE PROGRAM IN IRAN. Fort, Raymond Eugene. Cornell University. Ed.D. 61-4884. 261 p., 1961.

The problem of this thesis was the description and analysis of factors which have exerted a major influence on the development of the American Technical Assistance Program in Iran. Data were obtained from Congressional sources, material published by the United States Government Publishing Office, books published in the field of economic and technical development, the author's research in Iran, and the Yale Human Relations Area Files material on Iran; and through field observation and the use of judges. Some conclusions of the study were: (1) The American Technical Assistance Program has been successful in helping Iran maintain its allegiance with the West. It has helped establish needed programs in the field of technical development but must more nearly meet the needs of the people at the lower end of the socio-economic scale to insure its success. (2) The large-scale program was initiated in a time of crisis and gave the impression that the United States had unlimited resources and time with which to help Iran. The subsequent change from an operating program cast American technicians in an undefined role. (3) The magnitude of the American assistance has not been obvious to the majority of the population. (4) Iran must adapt the American initiated programs to its own needs.

0500 HISTORY

44 A HISTORY OF THE ADULT EDUCATION PROGRAMS AND AGENCIES OF THE AMERICAN BAPTIST CONVENTION. Willkens, William H. R. University of Pittsburgh. 245 p., 1958.

The author traced the background and development of adult education programs and agencies in the American Baptist Cenvention, including Sunday church schools, the Board of Education and Publication (BEP), the American Baptist Assembly, the Council on Christian Social Progress, American Baptist Men, American Baptist Women, and national denominational conventions, campaigns, and periodicals. Baptists began adult education programs before 1850; they claim the first organized church adult class (1843); the first organized adult department in a church (1889); and the largest organized adult class movement (Baraca-Philathea), which began in the 1890's. Baptists also had a large share in promoting and adopting the International Uniform Lessons. The American Baptist Publication Board (now part of BEP) has been involved in leadership education since 1885, publication of uniform lessons since 1869, and (since 1914) field-worker assistance to churches in forming adult classes. Activities of other agencies included direct program aid to local churches, workshops and summer conferences, and special training for local leaders and officers. The Baptist democratic spirit led to strong programs, pioneering in adult education, and freedom to experiment, but lack of a national organization until the early twentieth century delayed efforts at coordination and joint planning.

*45 A STUDY OF THE COOPERATIVE AGRICULTURAL EXTENSION SERVICE OF THE UNITED STATES. Yang, Ellwood Hsin-Pao. Columbia University. Ed.D. 634 p., 1945.

Beginning with provisions of the Smith-Lever Act and other relevant legislation, the author traces the historical development of the Cooperative Extension Service from extension activities before World War I through the earliest days of the CES, postwar adjustments and varied activities and approaches during the twenties, programs to meet the cha-lenge of the Depression, and wartime programs (1941-44). Agricultural experiment stations, land-grant colleges, the Federal Extension Service, and other components of the CES supporting structure are outlined, followed by the organization of the CES itself at the Federal, state, and county levels. Also considered are the functions of state Extension directors, Extension supervisors, and subject-matter specialists in aiding local efforts; aspects of local operation (county agent functions, home demonstrations, 4-H clubs, programs for southern Negroes); program development and teaching methods; reports and records; funds and fiscal supervision; training of county agents; recent trends (land use planning and the so-called "neighborhood-leader" system); and research in Extension work. Finally, accomplishments in economic development, family life, conservation of natural and human resources, and other areas, are evaluated.

*46 AN APPRAISAL OF THE DISCUSSION GROUP SCHEME OF THE UNIVERSITY OF SYDNEY, AUSTRALIA, 1937-1956, WITH RECOMMENDATIONS REGARDING FUTURE DEVELOPMENTS. Allsop, Joan W. Columbia University. Ed.D. 171 p., 1957.

The Discussion Group Scheme of the Department of Adult Education (previously the Department of Tutorial Classes) of the University of Sydney, Sydney, Australia, has provided not only material for group study and discussion in a wide variety of subjects of university concern ever since 1937 but also the regular assistance of a qualified corresponding tutor to each group. This study traces the history and growth of the scheme during the first twenty years of its existence; describes its administration - the groups and their formation, courses offered and the policy behind their commission, authors and corresponding tutors, loan service of supporting reading and other material, schools and gatherings for group members and other related matters; looks at the scheme in practice and narrates the histories of a number of selected groups; analyzes statistical records of student enrollments, sex distribution, occupations, and attendances and the geographical location, turnover and continuity of groups; discusses the courses available and their popularity and draws certain conclusions regarding the continued satisfactory functioning of the scheme.

*47 A STUDY OF THE COMMUNITY RELATIONS CONFERENCE OF SOUTHERN CALIFORNIA. Steinberg, Warren Linnington. University of California (Los Angeles). Ed.D. 352 p., 1962.

This study described the historical development and current status of the Community Relations Conference of Southern California; identified trends and practices in the objectives, organization, membership, activity, and leadership of the CRCSC; analyzed its organization, functions, and financing; and examined the relationship of the CRCSC to other coordinating bodies in the Los Angeles area. The founding of the Los Angeles County Conference on Community Relations (LACCCR) was seen as an outgrowth of tensions between whites and Negroes and between Japanese-Americans and Negroes. Early LACCCR activities were traced (May 1947-November 1948), followed by LACCCR expansion from 1948 to 1956 while linked with the Congregational Conference of Southern California and and the Southwest, and subsequent activities of the LACCCR (renamed CRCSC in 1958) as an independent agency. Educational programs by CRCSC committees on behalf of integration and nondiscrimination were examined; they had achieved many important objectives in such areas as housing, public schools, and police-citizen relations. Relationships with the mass media and other segments of the community have generally been good. Coordination was judged the main strength of CRCSC; lack of financial support was rated as its chief weakness.

*48 A STUDY OF ADULT EDUCATION THROUGH UNIVERSITY EXTENSION WITH SPECIAL REFERENCE TO THE UNIVERSITY OF TENNESSEE. Arnold, James Elisha. Tennessee University. Ed.D. 332 p., 1955.

Focusing on the University of Tennessee, this study traced the historical development of university extension and identified significant trends. Attention was given to the English origins of university extension, some adaptations in Canada and elsewhere, and its beginnings in the United States, followed by information on correspondence study and adult classes, lecture services, summer schools, press and publication services, library loans, audiovisual services, conferences and similar programs, educational broadcasting, special services, and the work of the National University Extension Association. Efforts at the University of Tennessee were covered from the formation of the university extension department (1922) to 1954, including such services as correspondence courses, rural development, educational radio, and teacher certification. Adult education philosophy and methods were also discussed in some detail, with emphasis on the democratic ideal and principles of sociology and psychology. Finally, potential guidelines were formulated for meeting problems in statewide extension.

*49 THE HISTORICAL DEVELOPMENT OF THE SUMMER SESSION IN HIGHER INSTITUTIONS IN THE UNITED STATES. Dickerman, Watson. Chicago University. 342 p., 1945.

This study examines the origins of the summer session in American universities and traces its development to 1940. Summer Sessions crystalized in the 1870's primarily as a result of the growing demand for teachers' in-service education. Institutional antecedents ranged from teachers' associations to field expeditions to the Chautaugua movement. Teacher education remained the summer sessions' primary purpose but by the 1920's the opportunity to accelerate toward degrees became more prominently mentioned. In the period 1870-1940 the summer session's student body was composed, on the average, of 65% teachers, 25% regular students, and 10% adults other than teachers. The study also traces the development of the calender, administration, and structure of the summer session during that period. It is concluded that among the principal achievements of the summer session were: (1) providing additional proof that serious study could be pursued during the summer months; (2) including teacher in-service education; (3) allowing the students a means of repairing academic deficiences or accelerating degree programs; and (4) the bringing about of fuller utilization of institutional resources.

50 A HISTORY OF TEACHER-TRAINIG SCHOOLS FOR TEACHERS IN JEWISH SCHOOLS IN THE UNITED STATES IN THE FIRST HALF OF THE TWENTIETH CENTURY. Margolis, Isidore. New York University. 61-337. 532 p., 1960.

Using archival materials, minutes of meetings, and other data, the author traced the background and development of Jewish teacher-training institutes, evaluated their influence on Jewish education, and suggested how the institutes could improve their courses of study. Faculties, curricula, academic standards, student bodies, departments, and finances were described and discussed at each institute. Six institutes had opened between 1897 and 1924 and were still functioning (1960): Gratz College, Philadelphia (1897); Teachers' Institute of the Jewish Theological Seminary of America (1908); Teachers' Institute of Yeshiva University (1917); Hebrew Teachers College of Boston (1921); Herzliah Hebrew Teachers Institute (1921); and the College of Jewish Studies of Chicago (1924). All six started on the high-school level; by 1951 five had been authorized to grant undergraduate and graduate degrees. By 1950 the institutes had graduated a total of 2,191 teachers. Two institutes were opened by national Jewish organizations whose differing ideologies (Orthodox, Conservative, or Reform) were fostered at each school and reflected in curricula. The others had no specific orientation, but rather presented basic sources and elements of Judaism. Although the institutes steadily grew in programs and structure and increased their enrollments, the number of graduates entering the Jewish teaching profession has not kep pace. It was recommended that the curricula be intensified, and expanded to include preparation for group work and adult education.

51 THE DEVELOPMENT OF ADULT EDUCATION IN BRITISH COLUMBIA. Wales, Bertram E. Oregon State College. Ed.D. 244 p., 1958.

The study reports on the development and present status of adult public school education. Much of the earlier education emphasized basic English and took place through Farmers' and Womens' Institutes. Homemaking and vocational skills were added to meet pioneer needs. During the 1930's, programs emphasized psychological health to counteract the effects of the depression. Night school became the responsibility of the local school boards, and Provincial financial support became an integral part of the program, encouraging vocational and citizenship education classes for New Canadians. The third period emphasized development of vocational skills and rehabilitation to meet the rapidly changing industrial requirements necessitated by the war years. The present program has retained elements of the three earlier phases and emphasizes education for leisure, personal development, and citizenship participation. Many programs include recreational activities. There is an increasing interest of local communities in the use of public schools as adult centers and growth of a cooperative approach to adult education through the British Adult Education Council.

52 A HISTORY OF THE CONTINUING EDUCATION PROGRAM IN CALIFORNIA. Warner, Gordon. California University. Ed.D. CU 1012. 415 p., 1954.

It was the purpose of this study to trace the development of continuing education in California from its inception to 1954. A brief review of the development of the continuing education programs of Europe and the rest of the United States was included because these programs had been largely utilized in establishing the existing system in California. Pressures from various sources also contributed to continuing education in the U.S. The first part-time education program was based upon the European conception with emphasis on vocational education. California's part-time law went into effect September, 1920. The 1930 legislation revised the part-time law in purpose and title as well. The program was made compulsory and the title changed to continuation education. In addition to the regularly employed student who obtained a work permit, the student who was unemployed was required to attend school or class not less than three hours each day until he obtained work. Few employers gave the under 18 year-old youth the opportunity to work because of city, county, state, and federal regulations which had to be followed during the youth's employment. A major factor was the insurance rate which had to be held by the employer.

*53 THE HISTORY AND DEVELOPMENT OF THE PUBLIC ADULT EDUCATION PROGRAM IN CHICAGO. Wilson, William Paterson. University of California (Los Angeles). Ed.D. 276 p., 1948.

The development of public education in Chicago unfolded in four distinct periods: (1) the era of establishment (1854-80); (2) rapid growth (1880-1920) in elementary education, which accompanied a phenomenal population growth; (3) adult secondary school growth (1920-36), during which standardization of evening high schools took place; and (4) the period from 1936 to the present (1948), when adult collegiate schools, counseling on all levels, and broadened curriculum to meet the personal, covational, and social needs of adult students, were introduced. The early guiding philosophy of adult schools was that the illiterate, semieducated, and foreign-born should have opportunities to overcome handicaps through remedial education; this view gave rise to extensive programs of Americanization (English language and American values) around the turn of the century. After 1924, curtailed immigration and increased interest in secondary education shifted the emphasis to secondary and junior-college level courses designed to meet the varied needs of a clientele group 1/4 the size of the day high school population. Since the Depression, Chicago has added new evening schools and junior colleges, trade schools, Americanization centers, a commercial high school, and an adult elementary school; and enrollment trends point upward.

*54 ADULT EDUCATION IN POLAND DURING THE NINETEENTH AND TWENTIETH CENTURIES. Wojcicki, Antoni. Columbia University. 152 p., 1951.

A historical survey of adult education in Poland covered the perpetuation of Polish culture and of educational objectives and ideals during the period of partition among Russia, Prussia, and Austria (1795-1918); the growth of literacy, institutional adult education, and workers' education during the Second Republic (1918-39); efforts and accomplishments of the Polish cultural and educational underground during the ordeal of Nizi occupation; and the continuing postwar reconstruction (1945-48) of elementary and secondary instruction, literacy courses, folk universities, study circles, and other formal and informal adult education activities.

*55 A HISTORICAL AND COMPARATIVE STUDY OF FOUR STATE-SUPPORTED INSTITUTES OF INDUSTRIAL AND LABOR RELATIONS. Stillwell, Hamilton. New York University. Ed.D. 22,736. 627 p., 1957.

This was a historical and comparative study of the programs which four universities (Cornell, Rutgers, California, and Illinois) developed with the appropriations given to them. Emphasis was placed on: (1) the factors which caused the legislatures to take this decisive action, (2) the objectives established for the programs, (3) the organization and administration of the units developed by the universities, (4) a study of the educational activities initiated by these units, and (5) a summarization and discussion of the results discovered by the study. Primary source material about the programs located at the universities and the state capitals was examined and studied and many individuals who participated in the various phases of the development of the programs were interviewed. The study illustrated the many intricate problems faced by the individuals who urged their state legislatures to establish programs of labor-management education at their state universities before the action was completed. It showed in detail by the many questions which arose as the universities began their programs of research, teaching and extension in this new educational area. It compared and contrasted the many educational activities in labor-management education undertaken by the universities. It set forth the thinking of Key individuals about the role of the university in industrial and labor relations.

*56 HISTORY OF THE COOPERATIVE EDUCATION ASSOCIATION OF VIRGINIA: AN ANALYSIS OF A COMMUNITY DEVELOPMENT AGENCY AND ITS PRACTICE OF ADULT EDUCATION. Bowden, William L. Chicago University. T-3772. 594 p., 1957.

This study traced the inception and development of the Cooperative Education Association (CEA) of Virginia, and assessed (for the most part quite favorably) the extent to which the CEA adhered to modern, accepted principles of community development through adult education during its existence (1904-33). It had its roots in the evolution, over many decades, of adult citizen attitudes in Virginia from antagonism to acceptance of the concept of tax supported public schools. It was also a result of northern philanthropy joining hand with southern leadership to raise educational standards in the South. Both movements, and the CEA itself, involved discovering how people can be stimulated toward self-help. Conferences and other activities immediately preceding--and during--its first year were described, followed by early problems and projects, the development of county councils, the 1914-15 financial crisis, changing patterns of organization and administration, rural development and other forms of wider involvement, the struggle for supremacy (1920-33) between the CEA and the Virginia Congress of Parents and Teachers, and the ultimate CEA merger with the latter organization.

*57 A HISTORY OF THE CALIFORNIA ASSOCIATION FOR ADULT EDUCATION. Davidson, Adele Karp. California University (Los Angeles). Ed.D. 310 p., 1960.

Through research, interviews, and direct correspondence, the author traced the origins, development, and demise of the California Association for Adult Education (CAAE), with particular attention to CAAE goald and means of attainment. Founded in 1926, the CAAE sought to coordinate all existing adult education agencies in the state and to promote the development of liberal adult education through existing agencies, and independently. Residential summer sessions, forums, teacher training, radio conferences, and similar projects and demonstrations were designed to facilitate participation and interaction through new means. However, inadequate financial support, broad and unclear objectives, difficulties in recruiting leadership, failure to maintain community or county adult education councils, and a lack of wide public acceptance contributed to the demise of the CAAE in 1947, and there is no conclusive evidence of influence on present-day California adult education. Seven appendixes and 122 references are included.

*58 A HISTORY OF THE EXTENDED DAY PROGRAMS OF THE LOS ANGELES JUNIOR COLLEGES. Fox, Frederick. University of California (Los Angeles). Ed.D. 272 p., 1960.

This study investigated the role of junior colleges in adult education by tracing their history and development in the Los Angeles Junior College District where a well-established system of adult evening high schools was operating when the junior colleges first entered the field, and where for many years both types of institutions have offered adult education on a somewhat competitive basis. Specifically, it described the development of extended-day programs in seven junior colleges; analyzed enrollee characteristics in terms of age, sex, formal education, present needs, and academic performance; determined what opportunities have been developed for adult students in these institutions, and how adults have responded; assessed the professional training and experience of the teaching and administrative staff; ascertained the policies governing admission, retention, testing, grading, counseling, and attendance of extended-day students; analyzed how these differ from policies in effect in the evening high schools; reviewed accreditation agencies' ratings and recommendations for the Extended-day programs; investigated problems in local and state financial support of the programs; and compared extended-day and evening high school programs to see what changes (if any) should be made in extended-day policies, organization, and administration.

59 ADULT EDUCATION THROUGH EVENING HIGH SCHOOL. Greenberger, Lawrence F. Pittsburgh University. 731 p., 1936.

In this examination of adult education through the evening high school in the United States, the researchers presented details on: (1) the uncertain beginnings, (2) the development of the evening high school in New York City, (3) the legal status of high schools in the United States, (4) the curricula, (5) the popular class hours (6-8; 6-9), (6) the aims of the students, and (7) the findings of three surveys held during 1907, 1911-1912, and 1915-1916. At first the curricula included reading, writing, and arithmetic. Soon it expanded beyond these rudiments to offer suitable courses to merchants, bookkeepers, surveyors, and navigators. Considerable attention was given to the methods used in these classes. Students took courses in order to: gain advancement in employment; prepare for better employment; learn to read and write; prepare for college entrance; learn "polite education"; and study "the same things which are commonly taught in colleges". Tuition varied from city to city. Also discussed in great detail were the differences between the standard schools which provided the curriculum of the regular day academic schools, and the general schools which concentrated on commercial courses, but also offered a variety of other subjects.

*60 THE DEVELOPMENT OF SELECTED ASPECTS OF HOME DEMONSTRATION WORK IN THE UNITED STATES. Gilbert, Claire Erin. Cornell University. Ed.D. 59-681. 208 p., 1958.

The purpose of this study was to describe, in historical context, selected aspects of the home demonstration programs as it had developed in the United States. The aspects were: the educational function; the subject matter area, the objectives, and the clientele of home demonstration work. The historical method was used in seeking answers to questions regarding the specific aspects and objectives of the study. Official documents, including significant written records, research reports, historical accounts and important speeches by responsible people in the field of extension work were examined. The most significant periods in the development of home demonstration work included the origins, the development from 1914 to 1950, the scope in the 1950's and the probable future of home economics extension work. The kind of educational program envisioned as assisting rural people in solving their problems of daily living became a reality when the Congress enacted the Smith-Lever Law in 1914. The home demonstration program was established to meet the needs and interests of homemakers. Its working objectives, content and methods had remained flexible enough to change as the situation indicated that adjustments were advantageous. Through more than 40 years home economics extension had rendered service to an ever-widening audience.

*61 THE HISTORY OF ADULT EDUCATION IN THE PUBLIC SCHOOLS OF CALIFORNIA. Getsinger, Joseph Wilson. Stanford University. Ed.D. 321 p., 1948.

This study traced the history of adult education in the public schools of California from the first evening schools in San Francisco in 1856 to the program of 1948, which enrolled about one million people in approximately 100 separate evening high schools and junior colleges, and in special classes for adults attached to some 150 other day high schools and junior colleges. Highlights were: (1) the supreme court decision of 1907 which established the right of evening schools to exist and to share funds on the same basis as other high schools; (2) the 1912 supreme court decision which established the legal basis for computing average daily attendance for apportionment purposes; (3) the 1912-1920 decade of legislation favorable to the development of evening high schools; (4) the impact of the war and the depression; and (5) the growth of the junior colleges. Legislation included: the establishment of a Bureau of Immigration and Housing which was primarily responsible for the Home Teacher Act; the provision for special day and evening classes attached to either elementary or high schools; and a part-time compulsory education act. During the depression the Federal Emergency Education Program gave work to unemployed teachers, and supplied training for some of the immigrants from other states and others who were unemployed.

*62 INFORMAL ADULT EDUCATION IN THE Y.M.C.A.: A HISTORICAL STUDY. Hugg, Alan Eddy. Columbia University. 2346. 227 p., 1950.

This study has attempted to clarify the present situation by exploring the historical development of Y.M.C.A. informal education activities with young adults. From the literature of adult education and of educational psychology there were adduced several "elements" of adult education method which were used in appraising the significance of Y.M.C.A. historical developments in informal educational work. Data were sought in the reports of Y.M.C.A. conventions, in Y.M.C.A. periodicals and educational literature, and in the literature of local Y.M.C.A.s which was found in the Historical Libraries of the Y.M.C.A. Within the first decade of Y.M.C.A. work local Y.M.C.A.s had initiated lectures, "classes for intellectual improvement," special subject matter classes, literacy and debaing societies, and several week day and evening mission schools for youth. After the Civil War, evening classes, at first of a vocational or cultural nature and later dealing with commercial subjects, increased in numbers. In the two decades of rapid educational expansion which began in 1890, Y.M.C.A.s pioneered into a great variety of new technical education subjects. However, tendencies toward the formalization of these courses into curricula units in special Y.M.C.A. educational departments, schools, colleges and technical institutes proceeded rapidly. After the first World War, city Y.M.C.A.s had to rebuild their young adult program from a fresh beginning. The social forces which accompanied the depression, led to a renewed vitality in young men's program, assisted by specialized program services and resulted in a rebirth of informal educational program on a widespread scale.

*63 THE DEVELOPMENT OF PUBLICLY SUPPORTED ADULT EDUCATION IN SOUTH CAROLINA. Hardy, Herbert Norfleet. Florida State University. 400 p., 1961.

The development of organized publicly supported adult education in the State of South Carolina is traced in this study. Sources of information were: books, pamphlets, bulletins, annual and committee reports, materials from the files of the State Supervisor of Adult Education, and a code of laws. The positive influences on South Carolina adult education include: (1) continuous state-level supervision and direction of the program, (2) aid from private sources, and (3) the personal leadership of Miss Wil Lou Gray, as the State Supervisor of Adult Education and director of Opportunity School. The negative influences include: (1) the state's low economic status, (2) no compulsory school law, (3) public lag in recognition of an expanded function for adult education in South Carolina's educational institutions. The influences which have been of a more uncertain nature include: (1) the State's cultural heritage, (2) the State Advisory Committee on Adult Education, and (3) federal support of adult education.

*64 A HISTORY OF THE ADULT EDUCATION PROGRAM IN THE LOS ANGELES PUBLIC SCHOOLS. Jackson, George Alden. University of California (Los Angeles). 299 p., 1957.

After reviewing various antecedents in California and elsewhere in the nation, the author traced and discussed the role adult education has played in the public schools of Los Angeles from 1886 to 1956. Five broad periods were delineated: (1) the emerging program (1886-1906); (2) years of expansion (1915-32); (3) depression and recovery (1932-40); (4) the war years; (5) postwar years of opportunity (1945-56). The first two decades saw the rise of night schools, Americanization programs, lecture series, and an evening high school. During the next period, war accelerated the Americanization and vocational education programs, prosperity encouraged the evening school to seek new purposes and form a sound philosophy, and the early Depression put that philosophy to the test. The years 1932-40 were characterized by curtailed services and decreased enrollments, followed by a broad spectrum of programs under the Federal Emergency Employment Act of 1933, a movement toward greater professionalism, and the strengthening of instructional and administrative structures. During World War II, the regular program was augmented by war production education, food production education, and aviation cadet training. The postwar decade has been marked by such developments as veterans' education, redistribution of day classes, reconsideration of the tuition question, establishment of adult schools on a full-time basis, and courses in gerontology, distributive education, and many other new areas.

*65 HISTORY OF THE EDUCATION DEPARTMENT OF THE YM-YWHA. Kolodney, William. Columbia University. Ed.D. 216 p., 1950.

Drawing partly on his earlier experiences in educational planning for the Pittsburgh YM-YWHA, the author described and discussed past and current activities of the New York YM-YWHA on East 92nd Street in Manhattan. He noted how traditional Jewish ideas of adult education influenced the New York programs from 1874 to 1929; and explained aspects of that period which explain receptivity and resistance to various new program offerings after 1929. He then reviewed the philosophy and substance of the new (1935) program; strategies used to prepare the Board of Directors and the membership for acceptance of the 1935 program; efforts to inform the public about the new program; and budgetary trends since 1935. Numerous kinds of current activities were covered--fine arts and crafts, drama, music, dance, peotry, business and language courses, seminar and lecture courses, forums, concert and recital series, and the Adult School of Jewish Studies. Numerous conclusions were offered; among them was the opinion that private educational institutions like the YM-YWHA should devote themselves to individual cultural and spiritual enrichment and leave the traditional objectives of mass adult education to university extension boards of education, workers' organizations, newspapers, radio, and other public or quasipublic institutions.

*66 THE HISTORICAL DEVELOPMENT OF UNIVERSITY EXTENSION AT THE UNIVERSITY OF CALIFORNIA, WITH PARTICULAR REFERENCE TO ITS ORGANIZATION IN THE SOUTHERN AREA. King, Kermit C. University of California (Los Angeles). 322 p., 1947.

In this historical study of extension education through the University of California, the events leading to the organization of systematic services in southern California in 1917-18 were emphasized, and the work of three departments (Class Instruction, Correspondence Instruction, Public Lectures) was highlighted. After a review of the early extension movement in Britain and the United States, attention was turned to changes in program scope, functions at each stage of the program's history, the policies of each administration, and brief biographies of each University of California extension director. Four distinct periods in the development of the statewide program were discovered: organization (1902-12) as a relatively autonomous department under Morse Stephens; reorganization (1912-18) under Ira Howerth; further expansion (1917-38) under Leon Richardson and (1938-42) under Byrd Rakestraw; and mature growth (1942-47) under Benjamin Woods. During the most recent period, University Extension at the University of California has adopted policies which suggest expanded statewide service and influence. These are: improvement and expansion of facilities in various metropolitan centers, better collaboration with puplic shool agencies, coordination of its offerings with those of other adult agencies in California, and promotion of varied activities to meet new educational needs.

67 A HISTORICAL EXAMINATION OF THE PURPOSES AND PRACTICES OF THE EDUCATION PROGRAM OF THE UNITED AUTOMOBILE WORKERS OF AMERICA, 1936-1959. Linton, Thomas Edwin. Michigan University. 61-1761. 600 p., 1961.

The central purpose of the study was to determine the actual operational purposes of the UAW educational program. These problems were examined by comparing the union's formal statements on educational purpose with the actual educational practices developed by the union. In the first period the education program was established and served primarily to support the union's efforts towards survival as an organization. The education program was initiated by the UAW because of certain social conditions present in the period. These conditions were, in turn, mainly a product of the Great Depression. The second part of the study examined the education program during the Second World War. Following the elimination of Homer Martin by a coalition of the communist and socialist groups within the union, R. J. Thomas became the UAW president. During the war period it appeared that the communists achieved their largest position of influence within the UAW. For at this time the party was able to work closely with a few of the UAW executive officers in exchange for strategic political services which helped to keep these officers in power. With the result that the UAW staff in general and the education program specifically received a good deal of guidance from the party liners who were staff members. In the third period of the union's history Walter Reuther and his political group came to power. Many of the members of Reuther's caucus were ex-socialists and the tendency was for Reuther's followers to replace the communist oriented staff members. The study concluded that the education program served to pass along the ideas and action programs of the union leaders. The program was inclined to promote conformity to the current political values of the leaders and to discourage a critical assessment of the ideas that were presented. Finally, the education work stressed the vocational aspects of leadership training for its secondary leaders, while at the same time the union tended to limit the educational opportunities of the general membership.

68 EDUCATION AND THE NATIONAL ASSOCIATION OF MANUFACTURERS. Leach, Kent W. Western Reserve University. 328 p., 1952.

In an effort to organize and explain the educational activities of the National Association of Manufacturers, the author briefly reviewed the history of the NAM, covered in detail the program of its Education Department, analyzed NAM publications on educational matters, explained the NAM's relationship to the National Education Association, and indicated the types of criticism that have been directed against the NAM. Special reference was made to the Association's abstracts of social science textbooks. CONCLUSIONS: (1) teachers can use NAM materials to advantage but should supplement such material with that of other acceptable organizations; (2) the NAM admits stressing one viewpoint, is not ashamed of its stand, clearly defines it, capably professes it, and handles it in a mature manner; (3) opponents and advocates of the NAM philosophy could both well afford to emulate the NAM's general approach to presenting data.

*69 A HISTORY OF THE FIRST HUNDRED YEARS OF ADULT EDUCATION IN THE PUBLIC SCHOOLS OF BUFFALO, NEW YORK. Thomas, Ralph R. University of Buffalo. Ed.D. 183 p., 1957.

This study traced the first century of adult education in the public schools of Buffalo, indicating ways in which the schools have adjusted their offerings to meet the changing needs and circumstances of a growing city. The years 1851-91 were a period of growth and vicissitudes culminating in establishment of an evening high school. During the period 1892-1928, the program greatly expanded in size and scope, pioneered in administrative practices, developed a sound philosophy, and perfected techniques for program promotion which attracted tens of thousands of students. However, the period 1929-50 was marked by retrenchment during the Depression, a wave of narrowly vocational programs during World War II, and a time of readjustment reflecting the need to restore lost continuing and recapture public interest. Americanization classes, the accredited academic evening high school, technical and vocational education to meet technological change, and practical arts education (business, clerical, arts and crafts, and physical education) all reflect these changes to a greater or lesser degree.

70 CHARACTERISTIC PATTERNS OF ADULT EDUCATION IN THE UNITED STATES, ENGLAND, DENMARK, AND GERMANY. Palmer, Mary Ewen. Harvard University. Ed.D. 227 p., 1946.

A comparative and historical review was made of adult education in the United States and three other countries (including Germany before 1933). The United States showed no single great movement, but a great number of publicly and privately financed institutions offering mental and cultural diversion almost exclusively to middle-class people; much more and broader experimentation in forms, methods, and content is needed. Thanks to the Workers' Educational Association and other movements within the past century, educational opportunities for adults in England today are probably more widespread and better organized than in either Denmark, Germany, or the United States. Stemming largely from the folk high school movement started by Bishop Grundtvig in the nineteenth century, adult education in Denmark has been closely connected with (and in part responsible for) a healthy national life. The history of adult education in Germany before Hitler closely resembles that of adult education in England. Both evolved from philanthropies into educational forms requiring government encouragement and close collaboration between students and educators; and both have experienced conflict between propaganda and purely educational aims.

*71 THE HISTORICAL DEVELOPMENT OF THE COOPERATIVE AGRICULTURAL EXTENSION SERVICE IN COOK COUNTY, ILLINOIS. Mees, Carl Fred. Chicago University. 4886. 229 p., 1959.

The purpose of this study was to examine the historical development of the Cooperative Extension Service in Cook County, Illinois. The County had its setting in almost the center of the central lowlands, which was one of the richest industrial and agricultural areas in the United States. The Extension Service's objective was to develop a higher standard of living by helping the farmer to earn a higher income. This was accomplished during the 38-year period by: (1) helping the farmer to produce better livestock, through a proper feeding, breeding, and management program; (2) helping him produce abundant crops by following an approved soil fertility program, selecting improved varieties and controlling insects and diseases; and (3) doing a better job of marketing his products. The social economic conditions of the farm family changed significantly during the period covered by the study. During the period the effects of the land-grant colleges, the Smith-Lever Act, the Truck Gardener's Association, the depression, World Wars I and II, and the Korean War had their effects upon the direction of agricultural development and upon the work of the extension service. The depression created surpluses, the surpluses depressed prices, the wars absorbed surpluses, and so on. The extension service geared its work to meet the needs of its clientele.

72 HISTORICAL DEVELOPMENT OF THE OKLAHOMA ASSOCIATION OF NEGRO TEACHERS: A STUDY IN SOCIAL CHANGE, 1893-1958. Strong, Evelyn Richardson. University of Oklahoma. 306 p., 1961.

73 A HISTORY OF PROTESTANT ADULT RELIGIOUS EDUCATION, 1900-1938. Willkens, Fred H. University of Pittsburgh. 1939.

Related: 0550 Biography

0550 BIOGRAPHY

*74 DR. CHARLES McCARTHY: HIS EDUCATIONAL VIEWS AND INFLUENCE UPON ADULT EDUCATION IN WISCONSIN. Woerdehoff, Frank Joseph. University of Wisconsin. 304 p., 1954.

In this biography of the adult educator and educational reformer Charles McCarthy (1873-1921), emphasis was placed on his staunchly democratic and humanitarian social philosophy, his equally democratic educational views, his influence on the early course of the extension division at the University of Wisconsin, and his impact on the continuation school movement and other aspects of the Wisconsin system of vocational and adult education. It appears that Dr. McCarthy, the son of poor Irish immigrants to New England, had an almost blind faith in the power of education to alleviate poverty and misery, promote individual well-being, and assure the welfare and stability of the larger society. He elaborated the so-called "Wisconsin Idea" concerning the role of state government in promoting public welfare by enhancing educational opportunities as well as by other means. He made extensive recommendations on the structure, services, and financing of the new (1906) University Extension Division of the University of Wisconsin; and proposed in 1911 a detailed plan for cooperation between University Extension and the statewide movement for trade-school and business education.

*75 WILLIAM HENRY LIGHTY, ADULT EDUCATION PIONEER. Axford, Roger W. Chicago University. T-7764. 327 p., 1961.

This study reviewed the life of William H. Lighty (1866-1959), and his role in American university extension as well as related endeavors in social welfare and adult education during the twentieth century. His ideas were molded, not only by his educational experiences, settlement house work, and deep involvement with the Ethical Culture movement, but also in the course of subsequent participation in the development of correspondence study, educational radio, wider cooperation, and other aspects of university extension during his association with the University of Wisconsin from 1906 to 1937. His major accomplishments include settlement house adult education classes in St. Louis, formation of the National University Extension Association (1915) and the National Association of Educational Broadcasters, service during World War I as a Federal educational consultant on information dissemination, and the founding of University of Wisconsin educational station WHA. Lighty also played host to educators and dignitaries from abroad, and helped spread the "Wisconsin idea" as expressed in its extension division. Lighty's programs and pronouncements, as assessed by the author, were typical of those who work to reform society and try to promote the acceptance of the ideal of lifelong learning.

76 GRUNDTVIG AS AN EDUCATOR, WITH SPECIAL REFERENCE TO THE FOLK HIGH SCHOOL MOVEMENT. Andreasen, Paul J. New York University. 140 p., 1936.

The purpose of this study was to consider Bishop Nikolaj Frederik Severin Grundtvig as an educator, but largely limiting the scope to his intimate connection with the Danish Folk High School Movement in Denmark and elsewhere. Grundtvig's own writings and data obtained directly from the folk high schools or government publications were considered as primary source material Other publications of national and international repute provided the secondary source. Grundtvig used a gift of money which he received on his seventeenth birthday to found his first school Marielyst. However, Rodding Folk High School became the most influential. Along with Ruslinge it became the champion of the Danish cause in the Duchies of Slevig-Holstein. The former had 20 students in 1844. Summer schools for women were later introduced. Special courses were added for teachers and seminary students. Folk high schools brought about political emancipation, economic security, and spiritual rebirth. The enceavors of their supporters resulted in altruism and cooperation and revolutionized the country. The movement soon spread throughout Norway and Sweden, as well as in Denmark. Schools came into existence everywhere; women were admitted; state aid was granted; opposition was vanquished as these experimental methods were introduced in education. Grundtvig's philosophy of the educator was thoroughly progressive, but his view was that of a balanced subjectivsim and objectivism.

77 BIOGRAPHY IN THE RELIGIOUS EDUCATION OF ADULTS. Cully, Kendig Brubaker. Hartford Seminary Foundation. 178 p., 1939.

Biography, the form of literature most directly concerned with human personality, was examined and discussed as a pontentially effective means of adult religious education. The author reviewed the opinions of several well-known writers, teachers, pastros, and others on the religious values of biography, remarked on the extent of reading of biographies, then considered various informational and other reasons for the appeal of biography. He then described the basic content and types of biographies, including various approaches to classifying them. Finally, he outlined suggestions for using biography in sermons, individual guidance, and study groups. (A proposed study outline covers the following aspects: the nation and times in which the subject lived, his heredity or family background, early environment, later environment, guiding purposes, opposition and handicaps faced, actual deeds and utterances, dramatic or vivid episodes, religious beliefs or convictions, successes and failures, personality, sources of his power, and principal values of a given biography for the minister or educator.)

Related: 0100 Philosophy, Policies, General Objectives

0600 PROFESSIONAL ORGANIZATIONS

*78 POSSIBLE PATTERNS FOR THE INVOLVEMENT OF NATIONAL ORGANIZATIONS IN THE PROJECTED NATIONAL ASSOCIATION FOR ADULT EDUCATION. Hathaway, Emily H. Columbia University. Ed.D. 25 p., 1951.

This study investigated patterns of involvement which would best reach the many kinds of national adult education agencies and organizations and stimulate them to join a proposed National Association for Adult Education (NAAE) for discussion and planning on problems of mutual concern. Organizations and agencies were classified by activities and areas of concern, and informal interviews were held with leaders representing many different fields of educational endeavor. Findings gave rise to several recommendations: (1) the NAAE should stress functional aspects of its relations with national bodies, and emphasize programs designed to encourage a joint attack on common problems; (2) action research should be initiated leading to classification of organizations according to structure and stated purpose, and to fuller knowledge of current and basic problems; (3) a field secretary should have responsibility for involving national organizations in the NAAE; (4) the NAAE should seriously consider ways of developing cooperatively planned adult education programs which would operate on the local level.

0900 ADULT EDUCATION AS A FIELD OF STUDY

*79 THE GROWTH OF PROFESSIONALISM IN THE ADULT EDUCATIONAL MOVEMENT, 1928-1958: A CONTENT ANALYSIS OF THE PERIODICAL LITERATURE. Allen, Lawrence A. University of Chicago. 250 p., 1961.

Using an extensive literature review in adult education and other relevant fields and disciplines, the author traced the growth of professionalism in adult education as indicated by trends in primary and secondary subject categories, as well as manner of treatment, authorship, and general versus specific focus, in periodical articles. Findings showed that professionalism is growing in terms of a national organization representing many segments of adult education, a slowly accumulating body of theory, adult educators with client-centered goals and motives, the emergence of a special terminology and specialized areas within adult education, and greater autonomy in working with clients and determining needs. However, certain other criteria (distinct social function, code of ethics, special methodology, professional and governmental standards, career patterns, rising salaries and status) were still largely absent.

80 ADULT EDUCATION IN EDUCATIONAL PERIODICALS 1937-1951. Harrington, Ethel Keevan. Loyola University. Ed.D. 157 p., 1954.

Beginning with a review of social and psychological factors affecting adult education in 1937 and during subsequent prewar, wartime, and postwar years, this study sought to cover all articles on adult education in periodicals listed in the Education Index. It investigated recurring topics, trends and emphases in the adult education movement, relationships among areas of emphasis, and recommendations for educators. The 1,179 articles were classified under 34 subject headings. Trends toward evaluation, expansion, professional growth, continuous learning, acceptance of state support, integration of adult education into the community, and coordination of the work of adult educators and adult education agencies, were noted. The term "fundamental education" (basic literacy training) had arisen, and the interest in special groups was expected to popularize other new terms. Needs for coordination, integration, funds, teacher training, and the facilities of public school systems were stressed throughout the period. Similarities between conducting adult programs and conducting those for youth far outweighed the differences, and might contribute toward the integration of adult education into public school systems.

*81 THE DEVELOPMENT OF A COORDINATED ADULT EDUCATIONAL MOVEMENT IN THE UNITED STATES. Knowles, Malcolm S. Chicago University. 502 p., 1960.

The hypothesis of this study (that there is a field of adult education) was tested by the adequacy of answers to the questions: What is the nature of the adult educational field? What are the dynamics of the field? What are the requirements for achieving coordination, and what are the implications of these requirements for the policies and programs of coordinative organizations: Part I defines the problem. Part II treats the emergence of institutions for education of adults (1600-1779) in reference to the colonial antecedents such as apprenticeships, universities, town meetings, agricultural societies, and Benjamin Franklin and the Junto; examines the growth of the nation and its quest for diffusion of knowledge (1780-1865); focuses on the maturation of the United States and the multiplication of its adult educational institutions (1866-1920) and traces the development of institutions for the education of adults (1921-1960). In the third part, the author directs attention to the shaping of the field of adult education by giving an account of the development of organizations within segments of the field and the development of coordination at the national level (1924-1960). The development of a coordinated adult educational movement is the subject of Part IV, in which the author draws conclusions and makes recommendations for further development.

82 AN EVALUATION OF THE DOCTORAL PROGRAM IN EDUCATION AT THE UNIVERSITY OF MICHIGAN IN TERMS OF FULFILLMENT OF THE EXPECTATIONS OF THE RECIPIENTS AND OF THE EXPECTATIONS OF THE UNIVERSITY. Lokers, Raymond James. University of Michigan. 247 p., 1959.

83 INTEGRATION OF ADULT EDUCATION: A SOCIOLOGICAL STUDY. Stacy, William H. Columbia University. 1935.

Related: 0100 Philosophy, Policies, General Objectives;
3800 Personnel and Staffing

0950 ADULT EDUCATION RESEARCH

84 THE CRITICAL INCIDENT TECHNIQUE AS AN INSTRUMENT OF EDUCATIONAL RESEARCH: A PHILOSOPHICAL ANALYSIS. Burns, Hobert Warren. Stanford University. Ed.D. 25,345. 413 p., 1957.

This dissertation entailed the following specific problems: 1. What is the status of the critical incident technique as an instrument of science: 2. What are the necessary presuppositions which underly the critical incident technique? 3. What is the defensible role of the critical incident technique in studies which attempt to identify perceptions? 4. What is the defensible role of the critical incident technique in studies which attempt to conduct educational job-analyses? 5. What is the defensible role of the critical incident technique in studies which attempt to ascertain educational success-criteria? To analyze the technique six criteria of empirical science were developed. Following this, the five steps of the technique were analyzed to determine whether the technique was consistent with the criteria. The necessary presuppositions of the technique were also identified and examined. After the analysis of the technique was completed, specific problem-areas were analyzed. The critical incident technique as originally formulated did not meet the requirements of an instrument of science entirely. Several suggestions for rivisions in the technique were made, the most important of which were: Step One, "The General Aim," was revised to become "The Specific Aim(s)." This revision provides more direction for the process of inquiry. Step Two, "The Plans for Observation," was revised to provide for a rigidly defined frame-of-reference. It was possible through the specification of aims in the previous step. Step Three, "The Collection of Data," was consistent with the criteria. Step Four, "The Analysis of Data," was supplemented by a provision for the objective induction of categories from the basic data. Step Five,"The Interpretation and Reporting of the Data," was supplemented by procedures which would permit data to be interpreted specifically and to report findings in existential or qualified propositions. The critical incident technique, with revision can meet the criteria and become an appropriate instrument of science for use in the scientific solution of many scientific and practical problems of education.

85 AN EVALUATIVE STUDY OF THE SOUTHERN EDUCATION FOUNDATION'S REGIONAL RESEARCH PROGRAM. Shipman, Furney G. George Peabody College. 1961.

1100 ADULT LEARNING CHARACTERISTICS

Cencept Formation Visual Perception

86 A STUDY OF FACTORS RELATED TO EDUCATIONAL OPPORTUNITIES IN WISCONSIN WITH SPECIAL REFERENCE TO THE UNIVERSITY OF WISCONSIN EXTENTION CENTERS. Carlson, Milton Eric. Wisconsin University. 59-6973. 222 p., 1959.

For a study on the University of Wisconsin Extension Centers, the entire group of 1950 full-time beginning freshmen at the eight extension centers was used. This group and a randomly selected group of 1950 Madison campus students were used in a comparative study. A relationship was found to exist between the percentage of home-county college freshmen who attended the local collegiate institutions and the amount of tuition charged. In general, there were no differences in academic achievement, as measured by mean gradepoint averages, of freshmen students who began their college education at one of the centers and later transferred to the University of Wisconsin, Madison campus, and continued at the university for a period of time comparable to the total time which Center students attended the Centers and the Madison campus. Out of a total of 83 comparisons made between groups of Center students and Madison campus students, with groupings based wholly or partially on sex, 11 showed a significant difference at the five per cent level of significance. In general, both male and female Center students received higher gradepoint averages at collegiate institutions attended after leaving the University Extension Centers than they had received at the centers.

87 CHARACTERISTICS OF CONTINUATION SCHOOL STUDENTS IN SELECTED CALIFORNIA COMMUNITIES. Evraiff, William. Stanford University. Ed.D. 132 p., 1954.

This study was concerned with determining the significant differences in personality characteristics between matched groups of continuation and regular school students in selected California communities. Seventy-two continuation students were randomly selected from the continuation schools in Stockton and Fresno, California. Then a group of seventy-two students from regular high schools in the same towns were chosen on a matching basis using sex, grade, scholastic aptitude, father's occupation and age for matching purposes. The subjects in this study were administered the Terman-McNemar Test of Mental Ability, the Differential Aptitude Test of Mechanical Reasoning and Clerical Speed and Accuracy, the Kuder Vocational Preference Record, and a questionnaire devised by the writer. Some of the conclusions were: (1) Vocational aptitudes of mechanical reasoning and clerical speed and accuracy, and occupational interest are not significantly different for matched groups of continuation and regular students; (2) There were statistically significant differences in the educational background of both fathers and mothers. The educational level of the parents of regular students was higher; (3) The present home situation is one that might be construed as indicating disadvantages for the continuation student. A significantly greater number of continuation boys are products of broken homes, have a foreign language spoken in their home, and do not have telephone and television sets in the home; (4) The regular students appear to be closer to and influenced more by the their parents; (5) The data on continuation boys in Stockton and Fresno refute the assumption that continuation students represent a more transient element of the population; (6) Continuation boys appear to be somewhat more experienced in certain social areas; (7) Continuation boys represent a group with significantly greater numbers who are working full-time, and who have held more paid jobs; (8) Continuation boys did not have as much success in school as regular students.

88 CHARACTERISTICS OF INTERNATIONAL ALUMNI, CORNELL UNIVERSITY, 1935-1959. Green, Donald George. Cornell University. 64-13,802. 283 p., 1964.

This study examined the characteristics of foreign alumni of Cornell University from 1935 through 1959 and satisfaction with their experience at Cornell. Data came from university record and from 1,110 respondents (34% of those surveyed). These are among the major findings: (1) graduate students predominated; (2) 3/4 of students were admitted to the Colleges of Agriculture, Engineering, and Arts and Sciences; (3) 54% earned Cornell degrees, of which 20% were doctoral and 54% master's; (4) graduate degres declined but undergraduate degrees rose slightly; (5) composition shifted from largely Far Eastern and Canadian to largely European; (6) half the respondents had English difficulty; (7) graduate programs averaged eight or nine moths longer than the minimum; (8) most respondents did not report serious housing, health, food, or financial problems; (9) 70% or more were satisfied; (10) high satisfaction was associated with degree completion, graduate admission status, lack of English difficulty, and early training termination.

*89 A STUDY OF THE GOALS AND CHARACTERISTICS OF EXTENSION CREDIT STUDENTS IN NORTHWESTERN MICHIGAN. Hagelberg, Milton John. Michigan State University. Ed.D. 60-2359. 125 p., 1960.

An analysis was made of the goals and characteristics of students enrolled in extension credit courses offered by Michigan State University in northwestern Michigan during the fall of 1959. Also considered were data on student problems and on contacts and relationships with the University. Group administered questionnaires were used to collect data from 130 students representing an 18 county area. Major goals reported most often were to increase job effectiveness, obtain a teacher's certificate or a master's degree, and obtain an undergraduate degree. The difficulties most often cited were finding time, selecting courses, and finances. Fifty-five percent had learned of the courses through mailed announcements, 41 percent had visited with the Director of the Michigan State University Continuing Educational Regional Center in Traverse City, and 45 percent had not conferred with academic advisors or planned their programs. Several recommendations were made for graduate and undergraduate program expansion and diversification, promotion, public relations, and research.

*90 STUDENT POPULATION IN UNIVERSITY OF CALIFORNIA EXTENSION CLASSES. McLaughlin, Lawrence King. California University. Ed.D. +1020. 243 p., 1951.

The purpose of this study was to gather data about the student population enrolled in the University of California Extension classes. A questionnaire was administered once to all classes during a three-week period. Only students attending at the time of administration were included. They comprised 6,560 of the approximately 8,500 to 8,900 enrolled students. The data were categorized into 27 major fields of academic interest and fifteen geographical areas for purposes of analysis. Sub-populations within the total population were analyzed separately, and significant differences were indicated and interpreted. Among other things, the data revealed that: (1) California University's extension offerings appealed primarily to professional and semiprofessional occupation group; (2) 78 per cent of the students were employed and worked 36-40 hours or more per week; (3) there were almost twice as many males as females enrolled; (4) the largest number of students (24%) was in the $3,001-$4,000 income bracket; (5) the largest number of students (24%) was in the 26-30 age bracket; (6) 44 per cent of the students held bachelor's or higher degrees. Other data were gathered, analyzed, and interpreted in relation to publicity, guidance, new courses needed, intent of continuance on the part of the student, location of the classes, and so on.

*91 A DESCRIPTIVE STUDY OF CERTAIN ASPECTS OF THE MEMBERSHIP OF FORMAL ASSOCIATIONS IN A SOUTHERN TOWN. Newberry, John S. Jr. Florida State University. 444 p., 1960.

The study describes the relationship of certain structural and functional aspects of the formal associations of Thomasville, Georgia to selected membership characteristics. Analyses of the association between membership variables and associational factors, identified by descriptive techniques were diagnostic in intent but exploratory in method. The study identified 105 associations: (1) conforming to certain criteria for formal associations from the literature; (2) having membership 25% or more comprised of white, adult residents of Thomasville; (3) in operation June 1, 1956. Representatives interviewed provided data on the structure and function of the associations. Patterns of interaction and structural linkage among the associations formed a community associational structure linked to the institutional structure of Thomasville at many points. Two typologies of the associations were developed. Principal function was derived from reports of programs and services ((a) religions, (b) educational, (c) federated to out-of-area headquarters, (d) civic-service, (e) social-fraternal, (f) heritage, (g) veterans). Principal function was related to operational aspects of function. Other factors discriminating among the associations included: (1) scores on a composite formalization index, (2) representation on inter-organizational bodies, (3) scope of orientation activities, and (4) co-operation.

92 CHARACTERISTICS OF THE STUDENT POPULATION, UNIVERSITY OF ALABAMA RESIDENT CENTER, HUNTSVILLE ALABAMA. Franklin, Elton. George Peabody College for Teachers. Ed.D. 60-2902. 161 p., 1960.

The main purpose of this 1959 survey was to analyze some of the basic characteristics of students at the University of Alabama Resident Center, Huntsvill. Findings were tabulated in summary form and by major fields of academic interest. Of the students (largely young adults), 51 percent were in engineering. Only 16 percent were female. Most students were married and lived in nearby communities. Almost all had a secondary diploma and 61 percent had had one or more years of college. Most (91 percent) were employed full-time and 64 percent were professional and semiprofessional or skilled and semiskilled. While over half earned more than $5,000 a year, 61 percent received some type of financial aid for schooling. Educational guidance was desired by 39 percent. Work of mouth was the best source of first information about the Center. Roughly 90 percent expressed interest in additional courses and in studying for a degree at the Center. More guidance and counseling, more engineering courses, increased technical, scientific, and professional data in the library, a greater student voice in planning, and expanded opportunities for women, middle aged and older adults, and citizens residing outside the county were urged, and research topics were suggested.

93 SOME ATTITUDES TOWARD THE OLDER WORKER AND HIS ROLE. Keith, Robert A. University of California (Los Angeles). 162 p., 1953.

This study identified and described some attitudes toward the employment characteristics and role of older men, and the relationship of these attitudes to greater or lesser age. Four hypotheses were tested: (1) age differences exist in the interpretation of the aging role; (2) employment shows greater demand with advancing age; (3) older workers attribute different work and role characteristics to themselves than to older workers in general; (4) the intensity with which the attitudes are held increases with age. Men in professional, subprofessional, and managerial occupations were surveyed as to attitudes on older worker characteristics and status, interpersonal relationships, retirement, age-related employer-employee relationships, and business and employer-employee relations in general. Findings supported Hypothesis 1 and (to a lesser extent) Hypothesis 4. Since employemtn was highly important to respondents at all age levels, Hypothesis 2 was not supported. Findings on Hypothesis 3 were inconclusive.

94 EXPERIMENTAL STUDY OF SPOKEN COMMUNICATIONS: THE EFFECTS OF PRESTIGE OF THE SPEAKER AND ACKNOWLEDGMENT OF OPPOSING ARGUMENTS ON AUDIENCE RETENTION AND SHIFT OF OPINION. Paulson, Stanley Fay. University of Minnesota. 108 p., 1952.

This study investigated how opinion shifts and retention by an audience were related to a speaker's prestige, to one-sided versus "both sides" speeches on a topic, and to certain audience characteristics (sex, intelligence, amount of education, initial attitudes). Group were matched by speaker prestige (expert versus student) and further subdivided by type of presentation. A controversial topic (whether to lower the voting age to 18) was used. Type of presentation did not affect opinions significantly. The "both sides" speech raised retention scores significantly, but only among men. Retention scores for men and women who heard the expert and those who heard the student did not differ significantly. Women shifted more than men; men retained more than women. Persons initially undecided shifted most; those initially unfavorable shifted least. Those initially favorable to the speader's position had higher retention scores than those initially unfavorable. Persons who shifted had higher retention scores than those who did not.

95 AN IDENTIFICATION OF SOME CHARACTERISTICS OF STUDENTS WHO COMPLETE AND STUDENTS WHO DROP OUT OF AN EVENING TECHNICAL CURRICULUM. Savides, Harold A. Wisconsin University. 60-3262. 224 p., 1960.

The 43 male students starting the Mechanical and Production Tool Design Curriculum of the Pennsylvania State University Ogontz Center at Abington, in the school year 1953-54, all employed full-time in 19 area firms, were considered in two groups--dropouts (students who did not remain within the program to complete the five years of course work required for the diploma) and completers. Data were obtained by individual, tape recorded interviews with 37 students. Most of the dropouts left in the first year or two of the program. Completers seemed to have their goals more clearly in mind, plan their time better, be somewhat more mature, and have greater dependency obligations, which expanded during their enrollment. They were employed in larger companies where they might have greater program guidance, more companionship in the program, receive larger amounts of financial aid, and have been more carefully selected at the time of original employment. There were no significant age differences between the two groups. Other educational programs had attracted 65 percent of the students before or after the Penn State program.

96 PROFILE OF THE EVENING COLLEGE STUDENT: THE BACKGROUND, LIFE ROLES, AND ACADEMIC PERFORMANCE OF EVENING DIVISION STUDENTS IN AN URBAN UNIVERSITY. Smith, Arthur Edward. St. Louis University. 64-3771. 190 p., 1962.

This study investigated relationships among certain characteristics of students in two evening divisions of St. Louis University, and between these characteristics and academic performance. Twenty factors relevant to the background, life roles, and performance of part-time students, were selected. Interrelationships were examined among 52 subgroups and between the two evening divisions. Students were relatively alike in socioeconomic background, intelligence, age, and religious affiliation, but differed in high school performance, current life roles, and current academic performance. Students in the two evening divisions differed significantly in pacing (credit hour loads), persistence, and success. Distinctive characteristics were determined for various subgroups, and problem areas were exposed. Implications included the following: 1) efforts should be made to attract specific subgroups showing promise of persistence and academic success, and means of financial aid to such students should be explored; 2) student records should be periodically studied as a way of keeping abreast of changing life roles; 3) additional motivation research is needed; 4) the general approach of this study could help orient incoming deans and directors.

97 A STUDY OF UNIVERSITY OF BUFFALO EVENING COLLEGE STUDENTS RECEIVING THE BACHELOR'S DEGREE, 1952-1958. Zeman, Sanford J. Buffalo University. Ed.D. 60-1541. 170 p., 1960.

The subject for this study were the 257 evening college graduates (those students who completed at least half of the bachelor's degree program through the evening division of the University) who received the Bachelor of Arts degree, the Bachelor of Science in Business Administration, or the Bachelor of Science in Engineering degree from the University of Buffalo between February 1952 and June 1958. Data were obtained from student records and from structured, personal interviews conducted with a 15.6 percent random sample of the total population. Areas analyzed were personal characteristics, precollege preparation, college career, employment factors, financial assistance, possible motivating factors, and student opinions concerning such items related to evening college study as effect of marriage, reasons for attending evening college rather than day school, effect of advisement, effect of teachers, special problems encountered, and reasons for success in earning the degree. Implications were drawn for further research related to administrative practices in the evening college, motivational factors of adult students, and student-teacher relationships.

*98 SOME CHARACTERISTICS OF THE ADULT PART-TIME STUDENTS ENROLLED IN THE PUBLIC SCHOOLS OF CONTRA COSTA COUNTY, CALIFORNIA DURING THE FALL TERM, 1957. Chapman, Charles Edward. University of California (Berkeley). Ed.D. 240 p., 1959.

The author surveyed the general characteristics of 6,610 part-time adult students, investigated why they had returned to school on a part-time basis, and determined the scholastic aptitude of part-time adult students in the high schools and junior colleges of Contra Costa County, California. Come important findings and conclusions are: (1) the adults showed learning abilities equal to those of youth; (2) lower socioeconomic adults and those over 60 were underrepresented in the student population; (3) interests of adults aged 26-30 centered on formal diploma and degree courses, but immediately beyond that age interest shifted to shorter, job-related courses; (4) attendance of extension, junior-college, or high-school courses varied significantly by age, education, and occupation (including housewives, who leaned toward high-school offerings), and by educational and occupational objectives; (5) adults tended to enter school as part-time students in "clusters" with friends, neighbors, or coworkers; (6) scholastic aptitude and increasing age (at least up to 40) were positively related; (7) the Contra Costa County adults became part-time students basically because they see education as a means of resolving dissatisfactions and realizing aspirations.

*99 SOCIO-ECONOMIC CIRCUMSTANCES AND ADULT PARTICIPATION IN CERTAIN CULTURAL AND EDUCATIONAL ACTIVITIES. Kaplan, Abraham Abbott. Columbia University. 159 p., 1943.

A study was made of the association between socioeconomic factors and participation in adult education in Springfield, Massachusetts.

Fourteen ecological areas representative of the total population were selected and a 5% random sample taken of the adult (over 18) inhabitants. Socioeconomic factors chosen for study were: sex, age, marital status, education, economic status, occupation, nationality, and accessibility; educational activities were: use of the public library; attendance at public forums, at art exhibits, and/or at courses. A questionnaire schedule was filled out by the investigators during an interview. Analysis of the 14 areas revealed marked differences in respect to education, economic status, percentage of native-born, and occupation. Participation in adult education was not high; it was most likely to be use of the public library or attendance at art exhibits. In general, residents of areas of higher socioeconomic status participated to a greater degree and in a larger number of activities than those in lower status areas; they had the most education; were professional and white collar groups, native born, and, except for the 18 to 25 group, the majority were women. Geographic accessibility influenced participation; and psychological accessibility ("being welcome") seemed to be pertinent. It was concluded that neighborhood centers were desirable and that they should furnish programs of interest to residents of that neighborhood; that Americanization work should be vitalized; and that there should be a Community Council to coordinate the activities of overlapping agencies.

1120 Mental, Perceptual Abilities
Aptitude - Ability Identification - Test

100 FACTORIAL ANALYSIS OF THE OCCUPATIONAL INTERESTS OF TWO HUNDRED VOCATIONALLY EXPERIENCED ADULT MALE STUDENTS. Berrier, John G. Temple University. Ed.D. 58-1975. 123 p., 1958.

Vocational interest factors reflected by factor loadings on individual interest inventory items of the Temple Vocational Inventory were identified and measured. Inventories of two hundred students, who had two years' work experience and were satisfied with their jobs, were analyzed by various mathematical procedures. The factors listed according to uniqueness were--Health service, Business, Artistic, Manual-Mechanical, Clerical, and Scientific-Technical. Among findings were that the items with high factor loadings on the Artistic factor included such occupations as composer, entertainer, sculptor, poet, writer, and professional dancer. The Manual-Mechanical factor contained items with high positive factor loadings in the skilled trades. The Clerical factor had high positive factor loadings in sort, county and store supplies, operate office machines, office clerk, and checker. The Scientific-Technical factor contained items with high positive factor loadings on items such as engineer, design aircraft, ships or bridges, and mathematical research. Items relating to personality, work environment and chance association, appeared to be unrelated to the interest factor found in this study.

101 A FOLLOW-UP STUDY OF ADULTS WHO IN THE PUBLIC SCHOOLS OF LINCOLN, NEBRASKA, WERE RATED SUPERIOR IN INTELLIGENCE. Snyder, Francis F. Nebraska University. 128 p., 1951.

This follow-up study examined adults who, in the public schools, had been rated superior in intelligence. School records were used in the selection of subjects, to secure measures from Terman, Henmon-Nelson and Otis group tests which identified superior mental ability. No score lower than 135 was used. The follow-up study was based on an examination of public school records and personal interviews or written responses to questionnaires. The subjects had characteristics generally associated with gifted children. While in school they were unaware of their identity as gifted children and were not subjected to continuing observation. The majority had fathers who were engaged in professional, managerial, clerical, and sales occupations; however, about one fourth were classified as skilled laborers. They were healthy and well adjusted emotionally. In high school they participated in a wide variety of activities, attained a high scholastic average, and rated as superior citizens. Although their academic achievements were far above the average population, many of the subjects believed their abilities could have had greater challenge. Although the subjects had become well-adjusted in vocational pursuits, they thought it would have helped to have had more counseling concerning vocations and problems of adolescence. They had high aspirations vocationally and the majority of the males had realized their occupational ambitions; the majority of the females had married and had become homemakers.

*102 A STUDY OF COMPREHENSION OF SELECTED ENGINEERING DRAWINGS. Barquest, Glenn Donald. Wisconsin University. 61-1515. 143 p., 1961.

A study was undertaken to determine which of seven selected engineering drawings was the most appropriate for comprehension by agriculturally oriented males aged 14-23, with little or no formal training in reading drawings. Seven drawing tests, each accompanied by eight standard questions, were given to members of the 1959-60 University of Wisconsin Farm Short Course, and members of the Mount Horeb and Monroe High School Vocational Agricultural Departments. Major findings included the following: (1) in terms of comprehension, there were no significant differences between grain toning and shades and shadows, or between dimensioned perspective (third dimensional effect) and dimensional isometric (two dimensional) drawings; (2) a significant positive relationship emerged between intelligence, as measured by the Hemmon-Nelson test, and reading of drawings in two of the groups studied: (3) the juniors in one school group significantly surpassed the freshmen, seniors, and sophomores on total score and on all tests except the three view orthographic;

(4) industrial arts and mechanical drawing experience were each positively related to comprehension in another group.

103 DIFFERENCES IN PERCEPTION OF CITIZENS AND TEACHERS ABOUT EDUCATIONAL ISSUES. Bardwell, Roger W. Wisconsin University. 60-5712. 191 p., 1960.

All professional teaching personnel and a random sample of citizens from an eastern Wisconsin suburb and a northwestern Wisconsin rural community were surveyed by an 88 item opinion questionnaire to compare the perceptions of teachers and citizens in regard to problems and issues of educational viewpoint, the task of the school, and differential compensation for teachers. There were no significant differences in overall perceptions of these problems and issues between the groups of teachers in the two communities. The four groups of teachers and citizens did not show a significant degree of consistency in perceiving problems of eudcational viewpoint. Only in the suburban community did citizens and teachers differ significantly as to the task of the school. Although neither citizens nor teachers favored differential teacher salaries, nor differed greatly in perceptions of the teaching process, the two groups differed significantly in perceptions of general salary problems.

*104 AN ANALYSIS OF ACHIEVEMENT BY SELECTED SUPERIOR UNIVERSITY OF WISCONSIN FRESHMEN WITH IMPLICATIONS FOR THE DEVELOPMENT OF ENRICHMENT MATERIALS FOR HIGH SCHOOL MATHEMATICS. Atwood, Harry Mason. University of Wisconsin. 208 p., 1958.

This study analyzed the mathematical achievement of selected superior university freshmen (engineering students) to ascertain possible areas for improvement. An average group was included for comparison. Both groups were classified by the number and kinds of high-school mathematics courses completed and by initial university mathematics courses in which they were enrolled. The more important conclusions were: (1) superior students are capable of pursuing the study of mathematics in high school to a level much more advanced than most existing programs; (2) advanced algebra and trigonometry should be included in the high-school mathematics programs of students who will enter the University of Wisconsin School of Engineering; (3) high-school instruction for superior students should emphasize a fundamental understanding of mathematics; (4) in most high schools the most feasible provision for superior students is enrichment within regular mathematics courses; (5) high schools need to evaluate existing mathematics programs in regard to adequacy of provision for superior students, and there is an urgent need for a similar appraisal of university mathematics courses.

*105 ROLE OF COUNTY EXTENSION AGENTS AS PERCEIVED BY COUNTY AGRICULTURAL COMMITTEE MEMBERS IN WISCONSIN. Biever, Lawrence John. Wisconsin University. 22,320. 157 p., 1957.

A study was made of the roles of agricultural agents, home economics agents and 4-H agents as seen by 112 agricultural committee members from 30 Wisconsin counties. Certain characteristics of committee members and of their counties were compared with role perceptions. Ranking of activities and perceptions for the three agent positions as viewed by committee members revealed differences in the three foremost roles named for each position. There was little or no agreement between committee members' perceptions and those held by the agents themselves. Perceptions of agents' roles varied between low and high income areas, level of urbanization, and dairy versus general farmers, for all three positions. Age, education, occupation, and tenure or committee members were also germane. Other relevant factors were subject matter, communication methods, committee members' contacts with other agencies, and Cooperative Extension Service functions. Recommendations were made for improved induction and inservice training, better publicity and public information, additional research, and other activities.

106 A STUDY OF THE MEASURED AND SELF-PERCEIVED OUTCOMES OF ADULT READING: AN INVESTIGATION OF CERTAIN OUTCOMES OF THE TRAINING GIVEN AIR FORCE AND OTHER DEPARTMENT OF DEFENSE PERSONNEL IN A VOLUNTARY READING IMPROVEMENT COURSE. Clark, Edward Thomas. New York University. Ed.D. 58-5654. 114 p., 1958.

The purpose of the study was to investigate certain measured and self-perceived outcomes of the training given in a voluntary adult reading improvement program. The reading training was given at the Reading Improvement Laboratory, Headquarters United States Air Force, Washington, D.C., during the fall of 1957. At six-week, thirty-hour course was completed by eighty-two Department of Defense personnel. The mean age of the group was 38.7 years. The mean number of years of schooling was 15.4. These individuals were not informed that a study was being conducted. To ascertain the extent of measured reading improvement which accrued from training, pre- and post-training scores for the eighty-two subjects were obtained. At the conclusion of the training period it was found that: (1) there was a significant improvement in reading rate as measured by the standardized reading tests; there was no improvement in comprehension; (2) there was a significant change in the self-perceived adequacy of reading ability in the direction of greater self-adequacy of reading ability; (3) the number of individuals indicating quantitative change in occupational and voluntary reading was significantly less than the number who did not indicate such change; (4) the number of individuals who did indicate qualitative change was significantly greater than the number of individuals who did not indicate such change; (5) when compared, the self-estimate of improvement was significantly less than the actual measured improvement.

*107 AN EVALUATION OF THE DEVELOPMENT OF CERTAIN ASPECTS OF THE ABILITY TO THINK BY PARTICIPATION IN AN ADULT EDUCATION PROGRAM. Charters, Alexander N. Chicago University. T-154. 186 p., 1948.

Using the Great Books Program as sponsored by the University of Chicago and the Chicago Public Library, this experiment evaluated the development of five aspects of critical thinking--the ability: (1) to distinguish between conclusions which do and do not follow from an argument; (2) to identify the basic assumptions on which a conclusion rests; (3) to recognize the need for further evidence to confirm, qualify, or negate the available evidence; (4) to distinguish between assumptions which can be tested by further data and assumptions based on value judgments, preference, or definition of terms; and (5) to separate fact from assumption. It also assessed the extent of learning in the subject content areas of personal ethics and social values. Adult students were evaluated by a special pencil and paper achievement (pretest and posttest) administered in conjunction with selected reading passages. The Great Books Program learning experience resulted in an improvement (although not entirely significant) in right responses relating to the five abilities.

*108 THE RELATIONSHIP OF GENERAL READING ABILITY AND OTHER FACTORS TO SCHOOL AND JOB PERFORMANCE OF MACHINE APPRENTICES. Drew, Alfred Stanislaus. Wisconsin University. 173 p., 1962.

To determine the relationship between reading performance and other standardized tests to school and job performance of machine apprentices, all graduates of the School of Vocational and Adult Education (Allis, Wisconsin) 1954-57 were administered Diagnostic Reading Test-Survey Section (Form A), California Short-Term Test of Mental Maturity (Advanced Form 50), Kuder Preference Record-Vocational Form BB (mechanical interest area), Purdue Mechanical Adaptability Test (Form A, Men), and Bennett's Test of Mechanical Comprehension (Form AA, Men). Performance criteria were grades in "Quality of Work", "Quantity of Work" and grade totals in 5 courses. Criterion for job performance was the mean "Total Score" of bi-monthly ratings made jointly by foremen and Shop Apprentice Supervisors. Findings included: the best achievement predictors were the total comprehension score, effective reading rate, and mental maturity score. Best job performance predictors were the mechanical adaptability score and the effective reading rate; mechanical interest was not significantly related to school or job performance; high relationships existed between reading scores and mental maturity; and .05 relationships existed between performance and metallurgy, technology, "total quality" and "total quantity" school grades.

109 DEVELOPMENT OF TESTS ESPECIALLY DESIGNED FOR THE ADULT AND OLDER YEARS. Demming, John Albert. Ohio State University. 18785. 1956.

110 TWO EXPERIMENTAL FEEDBACK PROCEDURES: A COMPARISON OF THEIR EFFECTS ON THE LEARNING OF CONCEPTS. Della-Piana, Gabriel Maris. University of Illinois. 88 p., 1956.

111 THE RELATIONSHIP OF GROUP CHARACTERISTICS TO PRODUCTIVITY. Gekoski, Norman. Ohio State University. 151 p., 1952.

112 A DEVELOPMENTAL ANALYSIS OF THE PERFORMANCE OF CHILDREN AND ADULTS ON A MAZE LEARNING AND AN EMBEDDED FIGURES TASK. Clarkson, Frank Edward. Clark University. 61-49999. 1961.

113 THE DEVELOPMENT AND VALIDATION OF A TEST OF CREATIVE ABILITY. Harris, Richard H. Purdue University. 76 p., 1955.

114 PERSONAL COMMITMENT: A STUDY OF COGNITIVE PROCESS. Harris, Catherine Riegger. Maryland University. 428 p., 1960.

115 A FACTORIAL STUDY OF INTELLECTUAL FUNCTIONING IN NORMAL AND ABNORMAL ADULTS. Brody, Abraham Barnet. Columbia University. 61 p., 1950.

116 A STUDY OF THE RELATION BETWEEN DEDUCTIVE AND INDUCTIVE REASONING ABILITY AND ADJUSTMENT IN ADULTS. McNeil, Mary. Loyola University. 1959.

117 THE DEVELOPMENT OF CRITERIA OF RESEARCH COMPETENCE IN PSYCHOLOGY AND THEIR PREDICTION FROM CERTAIN INTELLECTUAL AND ACHIEVEMENT MEASURES. Hyman, Sidney Robert. University of Pittsburgh. 90 p., 1954.

118 A REVIEW OF THE LITERATURE ON ADULT LEARNING ABILITY. Horton, Homer. Pennsylvania State University. 1960.

119 THE RELATIONSHIP BETWEEN CONTENT OF AN ADULT INTELLIGENCE TEST AND INTELLIGENCE TEST SCORE AS A FUNCTION OF AGE. Kushner, Rose E. Columbia University. 59 p., 1947.

120 INFLUENCES OF GENOTYPE AND INFANTILE EXPERIENCE ON ADULT LEARNING IN MICE. Winston, Harvey David. University of Minnesota. 63-1245. 1962.

121 USE OF THE GENERAL APTITUDE TEST BATTERY TO DETERMINE APTITUDE CHANGES WITH AGE AND TO PREDICT JOB PERFORMANCE. Hirt, Michael Leonard. Nebraska University. 219 p., 1958.

122 THE PERFORMANCE OF ADULTS UNDER DISTRACTION STRESS: A DEVELOPMENTAL APPROACH. Lofchie, Stanley H. Clark University. 83 p., 1953.

123 AGE AND SEX AS FACTORS IN ABILITY OF ADULTS TO DISCRIMINATE SATURATION DIFFERENCES IN THE COLORS CYAN AND YELLOW.

124 A COMPARISON OF FACTORS OF ACHIEVEMENT IN COLLEGE AND ADULT LIFE. Plasse, William B. Syracuse University. 186 p., 1951.

125 AN INVESTIGATION OF REACTION TIME IN OLDER ADULTS AND ITS RELATIONSHIP TO CERTAIN OBSERVED MENTAL TEST PATTERNS. Goldfarb, William. Columbia University. 76 p., 1941.

126 THE CONSTRUCTION AND EVALUATION OF THE INTERNATIONAL MORSE CODE SELECTION TEST. Woehlke, Arnold B. Boston University. Ed.D. 19768. 1956.

127. PERSONALITY AND STIMULUS FACTORS IN ADULT COGNITION: A DEVELOPMENTAL ANALYSIS OF DECONTEXTUALIZATION. Podell, Jerome Edward. Clark University. 23906. 1957.

128 THE RELATIVE ABILITY OF LEADERS AND NON-LEADERS AS EXPERT JUDGES OF FACTS AND OPINIONS HELD BY MEMBERS OF THE COMMUNITY OF WHICH THEY ARE A PART. Northwood, Lawrence King. Michigan University. 228 p., 1958.

129 THE DEVELOPMENT OF AN APTITUDE INVENTORY AND RATING SCALE FOR COMMUNITY RECREATION LEADERS. Kammeyer, Shirley Joice. University of Iowa. 173 p., 1959.

130 LEARNING AND RETENTION OF WORDS OF SEXUAL AND NONSEXUAL MEANING. Kott, Maurice G. University of Pennsylvania. 38 p., 1953.

See also: 1200 Age differences

1160 Psychological, Personality Factors
Creativity - Participant Characteristics
Self Actualization - Self Growth
Attitude Change

131 A STUDY OF FACTORS RELATED TO ATTITUDES TOWARD AGING. Williams, John Clifton. Purdue University. 58-1822. 124 p., 1958.

This study measures attitudes toward the aged held by certain well-defined age groups in Bartholomew County, Indiana. It related these attitudes to nine variables (age, sex, education, residence, religion, income, employment status, physical handicaps, self-perception of health) to help determine relevant factors. Subjects (1,109 high school students and 556 adults aged 20-80) responded to a 17-item Osgood Semantic Differential. The high school students and the adults under 60 described two attitude objects on the scale "Myself" and "Old People". In addition to these items, adults 60 and over were asked to describe old people as they thought a teenager would. Income, education, employment status, and handicaps were unrelated to attitudes toward older adults. Rural high school students showed more favorable attitudes than twon students, and Protestant high school students had more favorable attitudes than Catholic students. In the total sample, Protestants showed more favorable attitudes than persons with no relition. Respondents who considered themselves healthy held more favorable attitudes than those with self-perceptions of poor health. Generally because of their own self-perceptions, older adults tended to expect teenagers to hold less favorable attitudes than they actually had. For the total sample, about 24% of variance in attitudes toward the aged was attributed to older respondents' own self-perceptions.

*132 A METHOD FOR STUDYING HOW PEOPLE PERCEIVE THE POWER STRUCTURE IN THEIR COMMUNITIES AS TESTED IN FIVE MICHIGAN COMMUNITIES. Carstenson, Blue Allan. Michigan University. Ed.D. 21,158. 227 p., 1956.

The purpose of this investigation was to develop an efficient, dependable method of studying how people perceive the structure of their communities. The data gathered were analyzed within the context of other kinds of data about these communities to gain insight into the community power structures. By interviewing those named as high "power" by the community officials, a power list was developed. All new persons or groups whose names appeared on the list were interviewed until no new names appeard on the list. Some of the insights gained about the five communities where the method was tested were: (1) the perceived power structures varied greatly from community to community; (2) groups, more than individuals, were perceived as being among those with greatest power; (3) service clubs were consistently seen as among those of greatest power, were rarely seen as sources of information, but were in fact consistently good information sources about power; (4) mayors and school superintendents were consistently perceived as having the greatest power, as individuals, and were among the best information sources about the power structure; (5) men outnumbered women in the power structure; (6) the older communities had a greater degree of agreement about their power structure than did the newer ones; and (7) the PTA was usually perceived as somewhat powerful, but the newspaper editor, unions, and librarians were rarely seen as powerful and were generally poor information sources about power.

133 A PSYCHO-EDUCATIONAL STUDY OF A GROUP OF ADULT, NON-HIGH SCHOOL GRADUATES MATRICULATED IN A COLLEGE DEGREE CURRICULUM. Canning, William Matthew. Northwestern University. 13,074. 327 p., 1955.

It was the purpose of this study to determine whether there were any identifiable and measurable characteristics which were particularly representative of adult non-high school graduates enrolled in an evening college degree program. These special students were compared with a control group consisting of forty-five regular students who had completed the normal entrance requirements for college admission including graduation from high school. A modified case history approach was utilized in the collection of the data. As compared to the typical regular student included in this study, the typical special student indicated the following characteristics: 1. He was older chronologically. 2. He had quit high school primarily for financial reasons, and/or lack of interest. 3. He sought a college education more for cultural and general educational attainment. 4. He was more inclined to pursue a self-styled college curriculum than to follow a prescribed course of study. 5. He had achieved a higher degree of job satisfaction. 6. He was much more interested in literacy and persuasive types of activities. 7. His problem solving ability was equal to the typical regular student's. 8. His academic achievement in college was equal in quality to those who had graduated from high school. 9. He was more serious, less indecisive, more frank, and less intolerant in his personality characteristics.

*134 A STUDY OF THE DEVELOPMENT AND THE VALIDATION OF A MEASURE OF CITIZENS' ATTITUDES TOWARD PROGRESS AND SOME VARIABLES RELATED THERETO. Bosoworth, Claud Aaron. Michigan University. 11,251. 153 p., 1955.

The purposes of this study were to: (1) develop a measure of citizens' attitudes towards progress, which would demonstrated reliability and validity; and (2) determine to what extent certain variables were related to citizens' attitudes towards progress insofar as they could be measured by the instrument developed. In a test city of 50,000 population the 174-item scale was administered to a representative sample of 300 householders, with an 80 percent return. The Kuder-Richardson formula was used to obtain an estimate of the reliability of the scale. Three tests of external validation were made. As part of the validation procedure with the 174-item scale 50 items were selected as discriminating. Forty-three of the 50 were identical with those in the 60-item scale. This fact offered some evidence for the validity of the method of item analysis used in obtaining the 60-item scale. Certain biographical factors were tested to determine their relationship to the citizens' mean scale scores. There were significant relations between the scale scores and the respondents' membership in organizations, age level, and educational level, with the latter being the most significant. The item analysis, the validation procedures and the test of the biographical variables, provided some evidence that the citizens' attitudes towards progress tended to be generalized.

135 THE INTERRELATIONSHIPS OF LEVELS OF EARLY TRAUMA AND CRITICAL PERIODS AS THEY AFFECT ADULT LEARNING AND EMOTIONALITY. Bell, Robert Wayne. Purdue University. 59-6467. 81 p., 1959.

The present experiment investigated the effects of infantile stress as it interacts with critical periods of development and adult stress and affects emotionality and avoidance learning. Two hundred and ninety C57BL/10 mice served as subjects. Complex interactions between amount of infantile stress, critical periods, and intensity of adult shock were found to exist for both emotionality and avoidance conditioning. The results suggest that the infantile stress does not affect emotionality prior to the administration of stress during adult life, but has marked effects subsequent to the administration of stress during adulthood. Directly opposing functions between emotionality and infantile stress were found as a function of changing the level of adult stress from a mild intensity (.3 ma.) to a strong intensity (.7 ma.), suggesting that the effects of infantile stress cannot be described in any simple fashion. A "stress inversion hypothesis" was advanced to account for the results. This hypothesis states that through the intermediate range of intensities of adult stress there is some sort of "threshold." Emotionality reactivity to a stress which is below this threshold bears a relationship to infantile stress which is opposite that found for emotional reactivity to a stress which is above this threshold. The interactive nature of the critical periods, as opposed to being additive functions, suggested that qualitatively different mechanisms were operating during the various critical periods, and that stimulation during these periods may be effective for markedly different reasons.

136 A PSYCHOLOGICAL DESCRIPTION OF ADULTS WHO HAVE PARTICIPATED IN SELECTED EDUCATIONAL ACTIVITIES. Deane, Stephen Russell. University of Maryland. 173 p., 1949.

Using a combination of techniques developed primarily by applied psychologists working in marketing research and public opinion polling, this study investigated attitudes and interests of adult students in selected programs; how these attitudes and interests relate to such objectives factors as type of course offerings, or the fact that some students continue taking courses while others withdraw before completing a single unit; whether different curricula draw students with quite different backgrounds and purposes; whether all participants share certain common characteristics; and the degree of appropriateness of the techniques themselves. Some findings and conclusions were: (1) students who drop courses were less likely to have vocational reasons for undertaking study; (2) the open-ended questions used in this study are especially useful wherever unrestrained expressions of attitude are sought; (3) sex, ultimate life goals, reason for taking the course, method of learning about it, and length of residence were related variables; (4) sex was also related to such other variables as frequency of seeking competition, enjoyment of competition, frequency of use of disciplinary measures, and type of courses taken. The establishment of more dependable behavioral criteria for attitudes seemed the most promising avenue of research.

137 AN ANALYSIS OF THE ROLES AND SOCIAL ADJUSTMENT OF OVER FOUR THOUSAND FIVE HUNDRED SENIORS FROM RURAL AND URBAN HIGH SCHOOLS IN WASHINGTON. Elias, Lloyd John. State College of Washington. 314 p., 1949.

Conducted among graduating high school seniors, this study investigated differences between rural and urban boys and girls in their relationships with (and within) the family, school, peer group, and community. Emphasis was on the role of the family and the school in determining youth roles. Data were obtained on youth roles in the family; comparative structures of the average farm, rural, town, suburban, and city family; effects of family socioeconomic status; relative freedom of youth in various groups; relations with parents; youth problems in home adjustment; parental attitudes toward youth roles outside the family; youth problems in personal and social adjustment; school activities and peer groups; problems encountered in school; and ways in which schools help young people prepare for mature roles. In addition, the study noted young people's perceptions as to their own preparedness (or lack thereof) for adulthood, and their actual problems with regard to vocational and other future roles. Regardless of sex or residence, the seniors seemed quite satisfied with their roles and status in the family, and tended to have closer ties with their mothers than with their fathers. Most felt unprepared for--and sought more information and guidance on--vocations and marriage.

138 A STUDY OF SELF ATTITUDES AND ATTITUDES TOWARDS AUTHORITY OF CONSERVATIVES AND RADICALS. Esterson, Harold Herman. New York University. 61-320. 183 p., 1960.

There were two basic hypotheses. The first was the investigation of whether the attitude towards authority was a unitary personality trait; the second whether this unitary personality trait would bring with it different self attitudes. Conservatives and radicals were selected since they were known to have different attitudes towards existing social and political institutions. One hundred and fifty one subjects between the ages of 18 and 26, in attendance at a New York City college or university, were selected on a volunteer basis and asked to respond to Eysenck's Inventory of Social Attitudes (R), Stern's modified Thematic Apperception Test (TAT), an Adjective Check List (ACL), sic items from the California F Scale measuring submissiveness to authority and a personal data questionnaire. There were no significant differences between the two research groups as concerned age and socio-economic status. The conservative group tended to be affiliated with the Democratic and Republican parties while the radical group was affiliated with the Democratic and Liberal parties. The conservative group was composed mainly of Roman Catholics and the radical group, of Jews and non-conformists. The conservative group tended towards interest in business and finance and the radical group towards science and English. The radicals differed significantly from the conservatives in their being more independent of authority. The radicals perceived themselves as more intellectual, creative, and positive than others.

139 A STUDY OF SELECTED FACTORS AND ATTITUDES COMPARING REGULAR DAY STUDENTS WITH CONTINUING EDUCATION STUDENTS. Gibson, James Edward. Arizona University. Ed.D. 62-4196. 124 p., 1962.

This study of 2,035 regular university day students and continuing education students covered student attitudes, study habits, course achievement, and attitudes of professors toward continuing education. The professors taught generally the same material in both regular sessions (three 50-minute periods weekly) and courses with fewer and longer sessions. Findings led to the following conclusions: (1) continuing education students receive significantly better grades than day students; (2) employment of students appears to help course achievement; (3) attitudinal data collected indicate that students have no difficulty in studying in continuing education classes with prolonged period; (4) continuing education students should not be permitted to carry more than seven units.

140 THE PERMANENCE AND VOCATIONAL SIGNIFICANCE OF ADULT PATTERNS OF VALUES. Hewitt, Benjamin Attmore. Yale University. 209 p., 1952.

The study tested three hypotheses: (1) the measured values of adults tend to be permanent; (2) distinctive value patterns differentiate occupational groups from the general population; (3) patterns of measured values distinguish successful from less successful workers within an occupational group. The Study of Values was readministered to 150 former Dartmouth sophomores who had been tested in 1931, and to 40 men who had taken it on four separate occasions during 1932-35. Initial and retest scores of 42 life insurance agents were also tested. Mean scores of successful and less successful persons were then compared within several occupations. The first two hypotheses were strongly confirmed. Hypothesis 3 was partly confirmed.

141 SOCIOLOGICAL THEORY AND ANALYSIS OF THE SELF: A STUDY OF SELF ATTITUDES AS RELATED TO THE SELECTION OF SOCIAL ROLES. Holloway, Ralph Selah. Iowa State University. 4970. 111 p., 1953.

This study was concerned with the social self - its structure and function. A typology of selves was conceptualized with reference to selected anchoring points in self-identification. Four types, as conceptual categories, provided the context of a schema for thematic analysis of self-attitudes and were: (1) The SELF or S type-persons whose self conceptions were expressed with little reference to other persons or social events and who considered theirself as a value in and of itself. (2) The PRIMARY GROUP or PG type-persons who anchored their self-conceptualizations to primary groups or interpersonal relationships. (3) The CATEGORICAL or C type-persons whose self-identification referred to general statuses or group, including non-membership and reference groups. (4) The DETERMINANT FORCE or DF type-persons who conceived of theirself in relation to non-social processes or metaphysical forces. A technique for eliciting self-attitudes was constructed based on the questions WHO-WHAT-WHY-WHEN-WHERE ARE YOU? Thematic analysis was employed to classify respondents according to the self types, the dominant theme expressed in the subject's responses to the above questions serving as the unit for analysis. After reliability checks were made, validation of the technique was demonstrated by using a role-selection test designed for this purpose. The results indicated that one function of self structure was the selection of similar anchorages in quasi-role playing. Several theoretical relationships were then indicated linking the self types to social norms and values. A second phase of the study concerned itself with the relationship of the self types to common social categories such as age, sex, occupational goal, social class and mobility. It was hypothesized that the self types already established might prove useful in sociological analysis along these lines, however, the results were tentative and at best indicated a need for further and more extensive exploratory study.

*142 THE AWARENESS AND PERCEPTION OF ADULT EDUCATION AS FACTORS IN THE MOTIVATION OF ADULTS ON THE LOWER SOCIO-ECONOMIC LEVELS. Hymon, Mary Watson. Indiana University. Ed.D. 60-3003. 229 p., 1960.

The study determined the: (1) awareness and perception of a social-educational agency by adults on the lower socio-economic levels; and (2) perception of these adults by the agency. The sample which included 50 adults with low incomes was derived from a listing based on a physical survey made by the Flanner House officials of the Census Tract. Thirty-six staff members were added. Data were obtained from the sample through open-end interview and from the staff through a check list. The following were among the major findings and conclusions: (1) the social interaction and interests of the majority of the sample were marked by paucity of participation; (2) more non-user were active in varied organizations and expressed interest in improved use of leisure-time; (3) a greater proportion of the sample indicated awareness of only one aspect of the program; (4) services the staff indicated the residents would know to the greatest extent received the smallest expression of recognition from the sample; (5) the sample and staff indicated that generally the agency was held in favorable regard, however, a minority of the sample expressed a negative perception; (6) the functional perception of the agency was focused largely on the service aspects of its program.

143 A METHOD FOR DESCRIBING THE EMOTIONAL LIFE OF A GROUP AND THE EMOTIONAL NEEDS OF GROUP MEMBERS. McPherson, Joe H. University of Chicago. 243 p., 1951.

Using a class of graduate students as subjects, the author developed and applied a set of categories for explaining human behavior at the levels of individual emotional needs, the roles individuals play in a group, and the emotional life of the group itself. The class was run in a sufficiently unstructured way to permit the emergence of certain roles and behavior patterns. Several hypotheses were tested: (1) the emotional life of a group can be described using the modalities Work, Fight/Flight, Dependency, and Pairing; (2) individual modality performance can be predicted from projective tests; (3) individual modality behavior will be consistent throughout the life of the group; (4) describing meetings in terms of the modalities will permit comparison of meetings; (5) group satisfaction with meetings correlates positively with productivity; (6) certain types of people will set the pace for modalities toward which they are predisposed. The first, fourth, and last hypotheses were confirmed; the fifth was conclusively rejected. Other hypotheses were accepted only in part.

144 A STUDY OF OPINIONS TOWARD OFF-CAMPUS COLLEGE CREDIT COURSES. Marcus, J. D. Michigan State University. Ed.D. 53-1331. 188 p., 1953.

This study was mainly concerned with identifying opinions of students, teachers, and school superintendents toward the values of off-campus college credit courses and also to determine whether these course experiences were modifying teaching practices. Data were collected by the questionnaire survey method from students enrolled in off-campus college credit courses during the fall semester of 1952-53 in the four Colleges of Education in Michigan; from the instructors who usually taught the classes; and from the 83 County Superintendents of Schools in Michigan. The findings showed that experience with the courses tended to create a favorable attitude toward them; students used more community resources in their classes and modern teaching techniques, and adjusted their basis for evaluating pupil progress, method of reporting to parents, and use of new materials. Favorable aspects of the off-campus classes included the teachers' opportunity to obtain information and new teaching techniques as well as association with the mature student; on the other hand, there were impractical classes; inadequate instruction, facilities, and reference materials; and physically fatigued students. (Document includes the questionnaires used.)

145 THE RELATIONSHIP OF PERSONALITY TO OCCUPATION, SETTING AND FUNCTION.
Miller, Sutherland, Jr. Columbia University. 61-865. 77 p., 1960.

The purpose of the present study was to determine, after having examined the nature of certain specific occupational groups, if relevant personality differences between the groups could be found, if these predicted personality differences were more related to setting, as applied to the job, than to the job tasks, and what effect time spent in the occupation had on the personality differences. Fifty subjects were drawn from each of three occupational groups - YMCA Boys Workers, YMCA Business secretaries, and Controllers. The groups completed and returned by mail the MMPI, Edwards Personal Preference Schedule, and a biographical inventory. An analysis of variance was run on the continuous variables and a chi square on the discrete ones to determine if there were any differences between the groups. Tukey's formula for comparing pairs was employed to ascertain where the differences were. It was concluded that it was possible to find significant differences between occupational groups on personality variables relevant to the characteristics of the occupations. The evidence on the relative importance of setting and function was not conclusive, but the results suggested that personality variables might be classified in terms of value oriented and function oriented, which need not be in conflict.

*146 WHY ADULTS ATTEND SCHOOL: AN ANALYSIS OF MOTIVATING FACTORS.
Nicholson, David Hull. University of Missouri. Ed.D. 278 p., 1948.

This study analyzed, classified, and evaluated reasons why adults willingly stint themselves to continue in school; investigated how 100 adults differed in expressed educational goals according to certain background characteristics (age, sex, education, marital status, employment, income, veteran status, present type of school enrollment, etc.); and suggested some implications for programs of instruction. Some important findings were: (1) respondents usually had one or more dominant motives, but overall motives were numerous and varied; (2) men and women, differed greatly inasmuch as men tended to stress vocational motives while women's motives were more varied; (3) personal/social motives were not selected by either sex as frequently as economic/occupational or intellectual/cultural motives; (4) age, education, marital status, employment status, and occupation were other major factors; (5) veterans and nonveterans showed few significant differences in educational objectives; (6) almost all respondents who were preparing for vocational life believed that education is essential to success; (7) many adults wanted to complete diploma, certificate, or degree requirements; (8) over 60% of respondents expected to derive maximum benefit from their studies within five years.

*147 A COMPARISON OF PERSONAL AND SOCIAL DEVELOPMENT AND INTEREST PATTERNS BETWEEN MATCHED GROUPS OF NINTH GRADE 4-H MEMBERS IN TEN WISCONSIN RURAL COMMUNITIES. Prasad, Chandrika. University of Wisconsin. 165 p., 1962.

This study was designed to compare certain aspects of personal and social development in boys and girls with four or more years of training in 4-H Club work, with a matched group of boys and girls who had never belonged to 4-H; and contrasted these groups on differences in social qualities, and emotional stability. Attention was also focused on the relative importance of the variables used in the study, as well as relationships between them. Matched groups of boy and girl members and nonmembers were set up, with three factors controlled: school achievement, socioeconomic status, and organizational affiliation. Two other matched groups of boys were also used, with I.Q. as still another control variable. No consistent or significant differences were found between nonmembers and long-term members on either personal and social development, social qualities, emotional stability, or interest patterns. (Matching of members and nonmembers had been reliable, which means that the differences observed between them were valid and reliable for the ten communities studies.) It was concluded that those responsible for the proper functioning of the 4-H organization, and parents interested in their children's personal and social development, cannot assume that 4-H work is achieving these objectives.

148 JOB ATTITUDES AMONG UNION FACTORY WORKERS. Rosen, Hjalmar. Minnesota University. 143 p., 1951.

The employees of 20 men's manufacturing plants in a large midwest city comprised the population of this study. Data were gathered through a questionnaire under the supervision and with the aid of an area union governing body. Some of the results of this study were as follows: (1) there was a tendency for some of the plants to rank predominantly high, low, or average in satisfaction level in a majority of job areas, but in about one-half the plants there was considerable variance of rank position in the fourteen job environment areas; (2) to some extent, Job Environment Area 14 (attitude toward the company) apparently indicated the general overall employee satisfaction level in each of the plants; (3) using a mean value of 3.0 as indicative of average job satisfaction, by far the largest number of plants showed better than average satisfacstion in all area, but with respect to "Communications" and "Promotions", the trends were not as pronounced; (4) employees in plants with the most and least satisfaction, in general, tended to differ in their responses to the questionnaire to a degree which ruled out the possibility of such differences being the result of only chance factors, but employees in high ranking plants or in low ranking plants did not, in general, differ from one another to a significant degree in their questionnaire responses; and (5) the case history studies of the plants indicated considerable differences in job environments among the plants, and, in many cases, appeared to indicate logically possible causative factors for both high and low employee satisfaction in the fourteen job environment areas.

*149 THE DISTRICT EXTENSION LEADERS'AND THE BEGINNING COUNTY EXTENSION AGENTS'PERCEPTION OF THE BEGINNING AGENTS' ROLE DEFINITION AND ROLE FULFILLMENT. Schlutt, Edward Frederick. Wisconsin University. 59-3287. 295 p., 1959.

The purpose of this study was to describe the district leaders' and the beginning county extension agents' perception of the beginning agents' role definition and role fulfillment. The data were obtained by personal interview with beginning county agents and their district leaders of the Wisconsin Cooperative Extension Service. The beginning agents perceived their role definition at higher levels than their role fulfillment. The "public and working relations" functions and "leadership development" functions were perceived highest in role definition and role fulfillment, and the "program development" functions, lowest in both role definition and role fulfillment by the beginning agents. Some agents consistently perceived their role definition and role fulfillment at higher levels than others. The district leaders perceived the beginning agents': (1) role definition at higher levels than did the beginning agents; (2) role fulfillment at higher levels than did the beginning agents; and (3) role definition at higher levels than the agents' role fulfillment.

*150 THE ORIENTATIONS OF ADULT CONTINUING LEARNERS. Sheffield, Sherman Beck. University of Chicago. 231 p., 1962.

A study was made of 453 adult participants in 20 conferences, using an instrument involving an orientation index derived from Houle, a continuing learning activities survey, and demographic data. Five basic adult learning orientations were revealed--learning, sociability, personal goal, societal goal, need fulfillment; these were then analyzed to discover their correlation with other variables. A positive correlation was found between learning and the extent of continuing learning score (.627 significant at .01 level) and between personal goal orientation and extent of learning scores (.396 significant at .01 level); but no significant correlations exited in the case of the other orientations. A relationship existed between orientation and the type of continuing education conference--liberal, occupational, functional, or recreational. An analysis of demographic data indicated that the characteristics of age, formal education, population size of residence, and religious affiliation were most positively related to the orientation.

*151 A STUDY OF THE PERSONAL AND SOCIAL BEHAVIOR OF SIXTH GRADE 4-H AND NON-4-H BOYS AND GIRLS IN TEN SELECTED WISCONSIN COMMUNITIES. Singh, Kalpa Nath. University of Wisconsin. 142 p., 1959.

Using questionnaire data from parents, children, and teachers, the study evaluated differences between 4-H and non-4-H boys and girls in grade 6 in certain aspects of personal and social behavior: sense of personal worth, feeling of belonging, social standards, social skills, and community relations. Independent variables consisted of family socioeconomic status, social qualities, emotional stability, and interests in agriculture, group activities, solitary activities, outdoor team sport, juvenile pursuits, music, art, and reading. A major finding was that, despite superiority of 4-H boys over non-4-H boys in social skills, the 4-H members and nonmembers failed to show significant overall differences in personal and social behavior. (This might suggest the existence of deficiencies in 4-H programs, or else the need for followup studies of members and nonmembers.) Since 4-H boys and (to some extent) 4-H girls came from families of higher socioeconomic status than those of nonmembers, it was concluded that parents and leaders should be encouraged to develop new types of programs, projects, and activities that might appeal to lower-class boys and girls. Other findings confirmed the proven existence of developmental differences between boys and girls, and underscored the need to broaden the appeal and increase the effectiveness of 4-H programs.

*152 4-H CLUB MEMBERS' KNOWLEDGE AND CHOICE OF CAREERS AS RELATED TO CERTAIN BACKGROUND FACTORS AND A CAREER EXPLORATION PROJECT IN SELECTED VIRGINIA COUNTIES. Slayton, Aubrey Roland. University of Wisconsin. 344 p., 1962.

The study investigated 4-H Club members' career choice behavior and older members' knowledge regarding tentative career choices, as these related to certain background factors and were affected by enrollment in an experimental 4-H career exploration project. A structured questionnaire was administered to 331 teenagers (143 experimental and 188 control respondents). Conclusions were:

(1) such factors as parental education and occupation, personal educational level, and grades received in high school subjects had little bearing on career choice; (2) no definite relationship was found between enrollment in the experimental project and participants' career choice or knowledge level; (3) both groups of respondents generally lacked adequate knowledge of the careers chosen, and most individuals could be classified as vocationally immature; (4) a proper determination of the impact of enrollment and participation in a career training project would require constant appraisal over a period of years; (5) Virginia youth were not receiving adequate help in career development.

*153 OKLAHOMA WHEAT PRODUCERS ATTITUDES, OPINIONS AND KNOWLEDGE OF GOVERNMENT WHEAT PROGRAMS AND RELATED PUBLIC AFFAIRS ISSUES. Stroup, George Earl. Cornell University. Ed.D. 61-6836. 286 p., 1961.

This study focused on Oklahoma wheat producers' attitudes, opinions, and knowledge of government wheat programs and related public affairs issues. A random interval sample of wheat producers having one or more farm wheat allotments in the area, was taken. These comprised 182 producers in the counties of Alfalfa, Blaine, Canadian, Garfield, Grant, Kay Kingfisher, Logan, and Noble. The findings shoed that farmers were generally much better informed with respect to existing wheat programs than they were with alternative price and production adjustment policies that had been suggested. A majority of the wheat producers did not like the present acreage allotment program, but approximately three-fourths of them believed there should be a method of controlling wheat production when supply exceeded needs. Despite the fact that farmers in general were dissatisfied with the wheat acreage allotment program, over half of them were not willing to have acreage allotments abandoned, for fear of loss of price support on wheat. Three-fourths of the wheat producers studied favored the federal government supporting wheat prices. Of those favoring price support on wheat, 83 percent preferred high level price support (90 percent of parity or higher). Some wheat producers were disturbed about agriculture's growing dependence on government intervention in farm price policy.

*154 THE RELATION OF THE LINKAGE THEORY TO MATURITY AND ITS IMPLICATIONS FOR ADULT EDUCATION. Whiting, Geoffrey A. Indiana University. Ed.D. 63-2621. 212 p., 1962.

To understand the concept of maturity and its implications for adult education, the literature on the linkage theory was examined and basic ideas about linkages were formulated. The six linkages suggested by H. A. Overstreet in "The Mature Mind" (knowledge, responsibility, communication, mature sexuality, empathy, and philosophy) seems to be major attributes of maturity. However, another major aspect of life not covered by any of the lindages considered suggests that a seventh linkage--the emotional--should be included. Man must develop stable emotional patterns of behavior. The implications of this study for adult education are that--adults should be encouraged to continue learning, learning is an art to be acquired, every learner must accept responsibility, active individual participation is essential, group discussion, knowledge, physical arrangements, and philosophy of life are important, persons need to become active members of a learning team, and process is significant.

155 PSYCHOLOGICAL EFFECTS OF ANTICOAGULANT THERAPY WITH THE AGED. Bennett, Barbara Ann. Northwestern University. 60-6533. 85 p., 1960.

This study was an attempt to determine, by means of psychological tests, what benefits might result from long term anticoagulant therapy with the aged. Forty eight residents of a private home for the aged served as subjects for this study, although at the time of the posttest this number had decreased to 33. A battery of seven psychological tests was used, consisting of measures of intelligence, memory, flexibility of thought processes, motivation, general personality functioning, and social competence. The following results were obtained: 1. No significant declines in functioning between tests were observed except in terms of memory. The experimental group showed a significant increment in performance on memory tasks. 2. Significant intergroup differences on posttest scores were observed in terms of memory and flexibility of thought processes. No significant intergroup differences were manifested on tasks of intelligence, motivation, general personality functioning, or social competence. Certain methodological problems that might have contributed to obtaining less positive results were discussed, as was the possibility of factors other than anticoagulants contributing to posttest intergroup differences. Nonetheless, the results did point to possible beneficial effects of anticoagulants in use with the aged, and further investigation of these drugs seems merited. However, the exploratory nature of the study demands caution in both drawing conclusions about the effectiveness of the anticoagulants as stroke preventive agents and in making generalizations from results obtained with a rather strictly delimited sample and techniques.

*156 IDENTIFICATION OF ATTITUDES AND VALUES ASSOCIATED WITH THE TEACHING EFFECTIVENESS OF NEW YORK COUNTY EXTENSION AGENTS. Benn, Harold William. Cornell University. 315 p., 1952.

The author sought to identify attitudes and values held by those New York State County Extension agents considered most and least effective; to survey attitudes and values for agents as a whole; to investigate age, experience, tenure, postgraduate study, and certain other characteristics of the two effectiveness subgroups;

and to describe any differences in agents' attitudes and values among the three divisions (agriculture, home demonstration, 4-H) of Extension work in New York State. Some general conclusions were: (1) attitudinal and value differences between the most and least effective agents in terms of Extension teaching are often slight and sometimes ill-defined, but significant patterns are discernible; (2) the identification of attitude and value differences in a very homogeneous group of Extension agents is difficult, requiring a very fine degree of discrimination; (3) some effectiveness factors are the same for the agricultural and 4-H Club agents, but not for the home demonstration group; (4) a major overall factor in effectiveness is the relative emphasis placed on democratic processes in building and carrying out Extension programs; (5) effectiveness is related to emphasis on behavior change, number and kinds of purposes considered important, and the number and kinds of criteria recommended for measuring program effectiveness.

*157 THE RELATIONSHIP BETWEEN PERSONAL VALUES AND THE ADOPTION OF RECOMMENDED FARM AND HOME PRACTICES. Kimball, W. J. University of Chicago. 257 p., 1960.

To determine what personal values are associated with adoption of farm and home practices, 53 farm couples were studied. Six instruments were used: two questionnaires for obtainig information about practices; a value test based on Woodruff's unpublished dissertation; an interview guide to obtain situational information; and two instruments for checking the validity of the responses to the value tests. The following are the hypotheses and findings: (1) Certain personal values held by farmers are positively related to the adoption of farm practices-six values were positively related but only one was statistically significant. (2) Certain personal values held by farmers are negatively related to the adoption of farm practices--recognition and religion were significantly related. (3) Certain personal values held by homemakers are positively related to the adoption of home practices--helpfulness was statistically significant. (4) Certain personal values held by homemakers are negatively related to the adoption of home practices--recognition and freedom had statistical significance. (5) The direction and degree of the relationship between farmers' personal values and farm practice adoption are not significantly different from the relationship between homemakers' personal values and home practice adoption--only recognition was significant. (6) The sixth hypothesis that similarity of values in wives and husbands affected adoption practices, was rejected.

158 RELATIONSHIP OF TEACHERS' PERSONAL VALUES AND THEIR VERBAL BEHAVIOR. Blanche, Lucille Bowie. Maryland University. Ed.D. 23,256. 124 p., 1957.

This investigation explored the relationship between 50 elementary school teachers' value systems and their verbal statements, made in the classroom. The Allport-Vernon-Lindsey Study of Values scale yielded a set of six value scores (Theoretical, Economic, Aesthetic, Social, Political, and Religious) for each teacher. Teachers' verbal statements were recorded by the investigator during three one-half hour periods of classroom observation. Three of five subhypotheses were supported: (1) teachers with a high Religious value pattern tended to use more supportive roles in their statements than teachers with a high Political pattern; (2) teachers with a high Social value pattern tended to emphasize social expectations in their statements than teacher with a high Religious value pattern; (3) teachers with a high Political pettern tended to use more non-supportive roles in their statements than teachers with a high Religious value pattern. Other findings indicated that: (1) teachers with high Theoretical, Religious, Social, and Economic value patterns did not differ significantly from one another on mean response of supportive statements; but teachers with a high Political value pattern differed significantly from the other four groups by having the lowest mean response on supportive roles; (2) all five groups, except Group III (Social value) with Group V (Economic value), differed significantly on problem-solving roles; and (3) teachers with a high Theoretical value differed significantly from all other groups on standards of achievement, school rules and regulations, and social expectations.

159 COMMUNITY LEADERS: THE SOCIAL BASES AND SOCIAL-PSYCHOLOGICAL CONCOMITANTS OF COMMUNITY POWER. Blumberg, Leonard U. University of Michigan. 242 p., 1955.

Conducted in a community of 20,000 adjoining a large city, this study examined perceived power (influence and decision-making role) among community leaders. Attention was focused on reasons for differences in perceived power, and on differences among community leaders in their orientations toward the community. Three bases for perceived power were proposed: high economic power, upper-class membership, and interrelationships with other persons in voluntary associations. The author also investigated leader orientations toward community groups, the overall community, and wider entities; and whether leaders viewed their community activities in terms of interpersonal relationships or in terms of socially defined roles. Two kinds of leaders were interviewed--"public" leaders whose opinions and decisions were considered highly important to the success of broad community-based projects, and the chief executives of voluntary associations. (Some leaders fell into both categories.) Some findings were: (1) public leaders had the highest prestige but not the principal economic power; (2) they tended to share their power with the Chamber of Commerce; (3) compared to the association heads, the public leaders belonged to more voluntary associations and had more diverse memberships, more past roles as officers, and a broader, more personalistic orientation.

160 ATTITUDES OF SELECTED RACIAL LEADERSHIP ORGANIZATIONS TOWARDS EDUCATIONAL POLICIES AND PRACTICES FOR NEGROES DURING THE TWENTIETH CENTURY. Bozeman, Herman H. Michigan University. Ed.D. 324 p., 1955.

This study focused on the attitudes of the National Urban League and the National Association for the Advancement of Colored People (NAACP) towards educational policies and practices for Negroes during the twentieth century. The master programs of the organizations were intricately involved with efforts to modify policies and practices affecting the educational opportunities of Negroes as a racial group. Of special significance was the National Urban League's pioneering role in making available social work training opportunities for Negroes, and in the employment of visiting teachers for predominantly Negro school situations. The primary educational attitudes of the NAACP were its efforts to seek, for Negroes, certain "equalities" of opportunities with those available for members of other groups in the American society. These "equalities" had reference to: the length of school terms, pay for equally qualified teachers doing similar work, transportation provided school children at public expense, buildings and equipment, per capita expenditures for education, graduate and professional training opportunities; and educational opportunities on all levels. The National Urban League's efforts tended to be characterized by more indirection, less militancy than the other organization, and by a conspicuous reliance upon interracial good will and interracial cooperation. The NAACP showed persistent utilization of the courts as an instrument to facilitate desired modifications in aspects of educational opportunities for Negroes.

161 PERSONAL AND SOCIAL CHARACTERISTICS ASSOCIATED WITH MIGRANT STATUS AMONG YOUNG ADULT MALES FROM RURAL PENNSYLVANIA. Brown, Claude Harold. Pennsylvania State University. 121 p., 1960.

In a longitudinal study (1947-57) on the relationship of intelligence, personality adjustment, occupation, parental occupation, marital status, and education to patterns of migration, data were gathered from 974 young men from rural areas of Pennsylvania. Four mobility categories were used: nonmovers, local movers, rural migrants, and migrants to urban areas. (Residence of origin--village, farm, or open country--was statistically controlled.) Three-fourths of respondents still remained (1957) in rural areas. Intelligence, personality adjustment, amount of education and training, type of education most recently received, and occupational status ratings for respondents and their parents, bore little or no relationship to migration behavior. Marital status was highly associated with migrant status, with far more married than single people in the mobile categories. Type of occupation was related to migratory status only for those reporting farm backgrounds. The greatest source of variation was this: out of those who became farmers, a greater proportion never left the parental home as compared to those who migrated. The lack of significance for most independent variables was attributed to the fact that Pennsylvania is a highly urban, industrialized state whose rural population has relatively easy access to urban centers and facilities without having to migrate.

*162 JOB ATTITUDES OF MIDDLE MANAGEMENT IN THREE COOPERATIVE EXTENSION SERVICES. Browne, Margaret Carlson. Wisconsin University. 59-3171. 225 p., 1959.

This study investigated factors affecting job attitudes Cooperative Extension Service (CES) administrators in three states. Factors considered were agency purposes and prestige, administration and organization, status, supervisory role, communication, intrinsic job attributes, technical competence of superiors, and salaries and fringe benefits. All the Agricultural, home economics, and 4-H state program leaders, district supervisors, and district administrators were interviewed. Job satisfaction varied among states as well as among program groups. Factors relating to human needs and the nature of the work appeared to be similar in the three states, and to produce about the same degree of satisfaction. However, differing CES organization and administration in each state seemed to affect job attitudes. Job satisfaction was positively related to involvement in decision making, authority commensurate with one's responsibility, good internal communication, relatively few hierarchical levels, and sharing of authority between agricultural and home economics people. Satisfaction seemed highest in the agricultural program group, lowest in the 4-H group.

163 A COMPARATIVE STUDY OF MORAL DISCRIMINATION IN ADULT MALE MENTAL PATIENTS AND ADULT MALE FEDERAL PRISONERS. Bryan, Laurence Leonard. Indiana University. 19,458. 198 p., 1956.

A comparative study of moral discrimination in adult male mental patients and adult male federal prisoners was done. Twelve stories of different well-known crimes were prepared, pre-tested, and related, in private interview situations, to 31 adult male patients in a mental hospital and to 31 adult male prisoners in the United States Penitentiary in Atlanta, Georgia. Each subject was asked to state his opinion as to the rightness or wrongness of the act in the story. Chi square analysis showed that the total test of 12 stories did not discriminate significantly between white mental patients and colored mental patients, white mental patients and white prisoners, or between colored mental patients and colored prisoners. However the analysis revealed that the total test discriminated, at the 10 percent level of confidence, between white and colored prisoners, and between all mental patients on the one hand and all prisoners on the other hand. Inspection of the Chi square tables showed that comparisons between mental patients and prisoners , either on the total test or by various subtest items, were almost invariably in favor of the mental patients, and that there were no exceptions to this rule in those instances in which statistical evidence of discrimination was present.

164 AN ANALYSIS OF THE ATTITUDES OF A SELECTED SAMPLE OF PARENTS OF KANSAS HIGH SCHOOL SENIORS TOWARD THE HIGH SCHOOL ATTENDED BY THEIR CHILDREN AND A STUDY OF THE RELATIONSHIPS BETWEEN THESE ATTITUDES AND SEVERAL FACTORS RESIDENT IN THE SCHOOL, IN THE PARENTS, AND IN THE COMMUNITY. Charles, Ramon L. Kansas University. Ed.D. 245 p., 1954.

To determine the attitudes of a selected sample of parents of Kansas high school seniors, inventories were sent to parents from 100 schools. Two comparison groups were set up for each of the ten factors. One classification was made in terms of enrollment. Parents whose children attended the 25 largest schools comprised one group; those whose children attended the 25 smallest comprised the other. For convenience the former will be designated Group A; the latter Group B. Group A parents were slightly more in favor of paying extra taxes, if necessary, to provide additional enriching curricular experiences than were the parents from Group B. Group B parents were significantly more in favor of providing more extracurricular services to students, out of tax funds, than were parents from Group A. Parents whose children attended schools where administrators had greater tenure appeared to be better satisfied with the secondary schools in their communities. Parents whose children attended schools where administrative tenure was short were slightly more in favor of providing additional extracurricular services to students out of tax funds. Parents whose children attended schools paying higher teachers' salaries were, in general, better satisfied with their schools.

*165 ASPIRATIONAL FULFILLMENT AMONG ADULTS ON LOWER SOCIO-ECONOMIC LEVELS WITH IMPLICATIONS FOR ADULT EDUCATION. Burman, Arthur Carl. Indiana University. Ed.D. 59-4269. 210 p., 1959.

The purpose of this study was to obtain information about personal concerns of adults on lower socioeconomic levels by discovering their aspirations, difficulties, and opportunities. A survey was made by means of personal interviews with a controlled sample of an urban census tract population. Twenty-five women and 25 men comprised the sample. Responses were classified into categories composed of eight areas of aspiration--four general sources of difficulties and four basic types of opportunities. The general findings included major interest in a higher standard of material existence; lack of interest in intellecutal development; some interest in vocational education; viewing of personal inadequacies of a nonphysical nature and socioeconomic conditions as the difficulties in aspirational fulfillment; identification of educational deficiencies as difficulties; expression of a desire for additional social opportunities; few specific statements concerning desired opportunities; and revelation of a general absence of concrete plans for attaining aspirations.

166 LEADERSHIP ROLE EXPECTATIONS IN MEXICAN RURAL AND URBAN ENVIRONMENTS. Cooper, Kenneth J. Stanford University. 59-6887. 153 p., 1959.

Attitudes toward leadership and related information on values, authoritarianism, and individuality are examined in Mexican rural and urban communities to discover relationships between these attitude variables and degrees of orientation to industrial-urban life. There is a positive relationship between both a person's leadership role expectations and personal value orientations and his relative degree of orientation to industrial-urban life. As a person moves from the more isolated rural community toward the industrial-urban environment of Mexico City his expectations of good and bad leadership change from a traditional emphasis upon diffuse role expectations of patriotism, religion, reliability, and hard work to more specific expectations of ability to command and direct, to be dynamic with imagination and ability to think quickly. The study is considered primarily from the positions of (1) the peasant migrating to an industrial-urban center, (2) the industrial manager in Mexico City desiring to incorporate the ex-peasant into his business, and (3) the role played by the rural community in preparing its youth for work in modern Mexico. Practical problems involved in Mexico's current rapid industrial-urban growth, how the results of this study may contribute to a better understanding of these problems, and the merits of the Modified Q Technique for anthropological research are discussed.

*167 EXPECTATIONS HELD TOWARD THE EXTENSION SUPERVISOR'S ROLE. Durfee, Arthur E. Chicago University. 3228. 197 p., 1956.

The general purpose of the study was to investigate the role expectations county agricultural agents and their supervisors held towards the job of the supervisor. A 96-item instrument by which county agricultural agents and their supervisors could indicate their expectations of the job of the extension supervisor, was developed. Extensive differences were found between the expectations of the agents and supervisors. On the question of how the supervisor's job should be performed, the average agent differed with the supervisor on 58 percent of the items. No individual agent differed on less than 27 percent of the items and two agents differed on more than 90 percent. For the study as a whole, there were 4,275 agent-centered differences and only 1,562 supervisor-centered differences. The data did not reveal any viewpoint that was generally held by agents or supervisors. It was concluded that the supervisors could not predict expectations of individual agents accurately. The results showed that supervisors were 80.6 percent accurate in predicting the expectations of the agents who had been in greatest disagreement with them originally. It was further concluded that the extent of differences varied from one aspect of supervisory responsibility to another and that the nature of the differences varied somewhat from area to area.

168 FACTORS RELATED TO RECIDIVISM BY ADULTS. Dunham, Ralph Emerson. University of California. Ed.D. 251 p., 1950.

This study compared San Quentin Prison recidivists and nonrecidivists in order to find significant educational, psychological, and environmental differences between the groups, factors linked with recidivism, and aids in predicting the prisoners' probability of social success while on parole. Subjects were all white, native-born adults who had been in San Quentin at least a year. Intelligence, education, educational test data, mechanical and clerical aptitude, heights and weight, minimum sentence, number of work assignments, and number of times in the infirmary, all failed to discriminate between nonrecidivists and recidivists. However, compared to nonrecidivists, the recidivists tended to have fewer children, lower scores on the Digit Span subtest of the Wecnsler-Bellevue, more punishments for violating prison rules, and higher Depressive and Psychopathic Deviate factors on the Minnesota Multiphasic Personality Inventory. Conclusions: (1) prisoners are a normal group in many measurable ways; (2) as more discriminative factors are discovered, methods of parole prediction may eventually become more accurate; (3) factors do exist which discriminate between recidivists and nonrecidivists; (4) attitudes, personality, and character traits seem most promising as fields for further investigation.

*169 THE RELATIONSHIP OF SELECTED CULTURAL CHARACTERISTICS TO THE ACCEPTANCE OF EDUCATIONAL PROGRAMS AND PRACTICES AMONG CERTAIN RURAL NEIGHBORHOODS INWWISCONSIN. Duncan, James Aubrey. University of Wisconsin. 191 p., 1953.

Conducted in 38 rural Wisconsin neighborhoods, this study investigated whether neighborhood groups homogeneous in ethnic and religious composition will express a more unfavorable attitude than heterogeneous neighborhoods toward selected educational programs and practices represented by public schools, formal organizations, and recommended farm practices. Differences between the two types of neighborhoods were also analyzed in terms of age, socioeconomic status, educational attainment and aspiration, family size, farm size, tenure status, and strength of family and neighborhood ties. Some important findings and conclusions were: (1) homogeneous and heterogeneous neighborhoods showed similarities on traditional, basic programs and policies fundamental to a minimum essential curriculum; (2) members of homogeneous neighborhoods tended to participate in religious and social organizations, while heterogeneous groups favored organizations that promote progress in agricultural technology and school programs; (3) heterogeneous neighborhoods especially favored those spheres of education having direct economic applications and results; (4) homogeneous neighborhoods ranked lower than heterogeneous neighborhoods in farm practice acceptance and socioeconomic status, but higher in neighborhood and family strength; (5) heterogeneous groups were consistently more favorable toward a majority of programs and practices.

170 THE MOTIVATIONS OF COMMUNITY LEADERS: AN EXPLORATORY AND DESCRIPTIVE STUDY OF THE DEVIATIONS BETWEEN THE MOTIVATIONS OF PEOPLE WHO ASSUME LEADERSHIP ROLES IN THE COMMUNITY AND THOSE MOTIVATIONS WHICH ARE USED FOR THE SELECTION OF LEADERS. Danzig, Martin E. New York University. 59-6238. 297 p., 1959.

The study tested the hypothesis that there is some deviation between motivations for acceptance of a leadership role and those that urge the same person to select another for a position of authority. Leadership-acceptance drives may be external (rewards and pressures) or internal (satisfactions derived from a leadership experience). Six major qualifications for leadership-selection were proposed. Fifty-one respondents, selected from six social agencies in Perth Amboy, New Jersey, comprised the sample population. Four testing instruments were used--a leadership motivation interview guide, a personal data record, and a leadership selection participation scale (all designed for this inquiry), and a standard social participation scale. The conscious motivations for leadership acceptance included economic gain, desire for prestige, community welfare, conditioned circumstance, and devotion to leader. Rewards were satisfactions and status, and social and economic forces were recognized pressures. Satisfactions were community welfare, expertness, achievement, and status. In selecting another person as a leader, specific skills and personal characteristics were the major requirements. Chi-square tests suggested that these motivations were significantly different from other categories.

*171 ROLE EXPECTATION OF THE COUNTY AGRICULTURAL EXECUTIVE COMMITTEEMEN IN THE NEW YORK STATE EXTENSION SERVICE. Fenley, John Morris. Cornell University. 58-2440. 212 p., 1958.

The role expectation of the county agricultural executive committeeman in the New York State Extension Service was examined in this study. A questionnaire was constructed by the author, pre-tested and revised, and mailed to 449 agricultural executive committeemen in 54 New York counties. Of 415 questionnaires sent out 92.4 percent were completed and returned. It was concluded that broadly speaking, the agricultural executive committeeman's role concept included budgeting and administrative responsibility. The comitteeman was proud to serve on the committee and got reas satisfaction from the intangible rewards of service. Despite his high morale and high expectation of accomplishment and fulfillment of committee obligation, the committeeman recognized certain areas in which he thought improvement could be made. He and his fellow committeemen offered 164 suggestions for improving overall committee operation. Relationship between personal variables and role expectancy were tested by chi-square. Significant relationship was evident in six of the eight variables examined. These were: age, education, size of farm, type of farm, years of farming and member-status on the committee. Significant relationship was not evident in the other two variables tested; namely, land ownership and years on the comittee.

172 THE ATTITUDES OF EIGHTY-FIVE WOMEN IN THEIR MIDDLE YEARS TOWARD THEIR NARROWING ROLE AND THE RELATIONSHIP OF THESE ATTITUDES TO THEIR CONTENTMENT. Gass, Gertrude Dorothy Zemon. Michigan University. 21,689. 220 p., 1957.

This investigation is concerned with the attitudes of eighty-five women toward their narrowing role and the relationship of these attitudes to their over-all contentment. Eighty-five women comprised the group studied. These women had participated in a discussion on leisure time as part of an all-day institute sponsored by the Jewish Welfare Federation of Detroit. They were considered a sample of the one thousand women who attended this institute. Data were collected from these women by means of an interview schedule administered by professional interviewers, trained in the use of nondirective techniques. The rank order of strength of statistical association between the four areas and contentment was: (1) leisure time, (2) homemaking, (3) pregnancy and childbirth, and (4) child-rearing. The coefficients of correlation between leisure time and homemaking with contentment were more than .50, which was considered high for purposes of this study, whereas those between pregnancy and childbirth, and child rearing, were less than .50, and thus were considered low for our purposes. It was concluded that, for the population which this group represents, (1) contentment would not be facilitated by widening the wife-mother role, (2) a return of home-centered functions and a stress on educational programs which emphasize homemaking skills would be inappropriate, (3) an attempt to confine them more closely to the home would increase discontent, and (4) promotion through educational and guidance techniques of more productive and creative use of their leisure time would enhance contentment.

*173 AN ANALYSIS OF THE DIFFERENCES IN ATTITUDES AND ACCOMPLISHMENTS OF DAIRY FARMERS IN URBAN AND RURAL TOWNS OF CONNECTICUT WITH IMPLICATIONS FOR EDUCATION. Hesseltine, Wilbur Ray. Wisconsin University.

59-3195. 127 p., 1959.

A total of 412 questionnaires were sent to 206 "rural" and 206 "urban" dairy farmers in Connecticut to determine what differences existed between these groups in their attitudes and accomplishments. The rural dairy farmers were similarly chosen from the most heavily populated quartile. The data were based on the calendar year 1957 and were collected by a mail survey or direct contact during the first half of 1958. Of 62 questions asked, 8 or 12.9 percent were found to be statistically significant at the five percent level of probability. The statistical tests employed were chi-square and 't' tests. Urban dairymen operated significantly fewer total acres but production per farm was greater. Urban dairymen had not purchased bulk tanks to the extent that rural dairymen had. Both groups shared favorable attitudes in regard to agriculture as an occupation. The data implied that urban dairymen, particularly, needed special consideration if they were to remain in business. Alternative methods of operating seemed like a logical suggestion for extension education. Of all farmers reporting, 25 percent indicated that dairying was getting less important as a means of livelihood. Although the effects of urbanization on agriculture appeared somewhat stimulating, these effects might have been of short duration.

174 A BEHAVIORAL STUDY OF THE EFFECTS OF ANTICIPATED LOSS OF A JOB.
Hershey, Robert. New York University. 17,648. 93 p., 1956.

This study concerned itself with the effects of the anticipated loss of a job on certain measurable aspects of employee behavior. In order to determine whether or not an anticipated lay-off would affect the production efficiency, absenteeism, and lateness to work of a group of employees involved in such a lay-off, four companies contributed data concerning twenty-five of their employees in the areas of work just enumerated. Similar data, from the same companies, were collected for another group of twenty-five employees who were not involved in a lay-off, although they knew that another group was affected. The same data were used to determine whether there was a significant difference in behavior, as measured by attendance, lateness, and production efficiency between the group anticipating lay-off and a group not anticipating lay-off, when both groups were aware of a forthcoming lay-off for the former group. Two hundred non-supervisory production employees constituted the sample--one hundred in the laid off group, and one hundred in the non-laid off group. The laid off group appeared to behave in such a way as to indicate a desire to suffer no loss of earnings, during the anticipatory period. Although there were no significant changes in their absenteeism, lateness, or production, production did increase slightly, while absenteeism declined. The non-laid off group exhibited no significant change in their production, absenteesim or lateness during the anticipatory period. As in the case of the laid off group, production increased and absenteeism decreased. However, there was a slight rise in lateness in the non-laid off group.

175 SOCIAL PSYCHOLOGICAL FACTORS ASSOCIATED WITH THE DIFFERENTIAL ADOPTION OF NEW TECHNOLOGIES BY MILK PRODUCERS. Havens, Arthur Eugene. Ohio State University. 62-3584. 179 p., 1962.

The purpose of this study was to specify the social-psychological conditions under which a dairy farmer would accept or reject the use of a technological innovation within a given time. Data were gathered from a 12 percent random sample of all milk producers within the Central Ohio Milkshed. Records available from the Central Ohio Cooperative Milk Producers Association were employed as a sampling frame. The data were analyzed by zero-order and multiple correlations, by analysis of variance, and by tests of significance between two multiple correlations. The sample consisted of 145 adopters of the bulk milk tank. Seven predictor variables were related to the criterion variable for the total sample and the three homogeneous subsamples. The seven predictor variables were (1) social status, (2) size of operation, (3) anxiety associated with adoption, (4) rigidity of the individual's behavior, (5) attitude toward the use of credit, (6) identification with the milk cooperative, and (7) favorableness of perception of the bulk milk tank. Five of the seven predictor variables were found to be significantly related to the time of adoption of bulk milk tanks for the total sample. These five variables were (1) social status, (2) size of operation, (3) anxiety associated with adoption, (4) attitude toward the use of credit, and (5) favorableness of perception of the bulk milk tank. These five variables explained 20.1 percent of the variation in the time of adoption of bulk milk tanks.

*176 RELATIONSHIPS OF PERSONAL VALUE SYSTEMS TO A MEASURE OF JOB SATISFACTION AMONG PERSONNEL OF THE FLORIDA AGRICULTURAL EXTENSION SERVICE. King, Emily Elizabeth. Wisconsin University. 61-3626. 149 p., 1961.

The purpose of this study was to reveal the direction of the relationships of personal value systems to job satisfaction among extension personnel in the State of Florida. Product-moment correlations were computed for each of eight areas comprising the Poe Inventory of Values and the eight areas of the Extension Job Satisfaction Inventory, making a total of sixty-four intercorrelations. Analysis of variance was employed in comparing the two groups within each classification for the purposes of testing four null hypotheses. Ten of the sixty-four intercorrelations of the eight value areas with the eight areas of job satisfaction were found to be statistically significant at either the one or five percent level. Seven of the ten correlations were in a positive direction and three were

57

in a negative direction. The seven positive correlations were: (1) Aesthetic with Salary, (2 and 3) Social Contact with Salary and Profession, (4, 5, 6 and 7) Humanitarian with Salary, Profession, Personal Relations, Opportunities. The three negative correlations were; (1) Aesthetic with Administration and Organization, (2) Religious with Administration and Organization, and (3) Prestige with Living Conditions. Significant differences were found to exist in four value areas--"Aesthetic', 'Power', 'Religious', and 'Humanitarian'.

*177 THE EDUCATIONAL INTERESTS OF FARM OPERATORS IN NORTH CAROLINA AS RELATED TO WORK OF THE COOPERATIVE AGRICULTURAL EXTENSION SERVICE. Leagans, John Paul. Chicago University. T 478. 188 p., 1949.

This study dealt with the educational interests of farm operators in North Carolina as these interests related to agricultural extension work in the state. A questionnaire was developed and used to interview 64 farm operators from 20 selected areas. Twenty-one selected topic categories included: Insects of Crops and Livestock, Diseases Affecting Crops and Livestock, Kinds and Sources of Information, Farm Organization and Cooperation, and Family and Community Recreation. The data revealed that farm operators wanted to learn more about all subjects of real value to them. Although the high average score for all topics in the list was encouraging further analysis revealed a number of more detailed points. For example, farm operators in certain geographical areas were more interested in learning about some subjects than others. The average scores for topics making up the 21 categories had a wide spread between the most and least interesting subjects. Furthermore, considerable variations existed within areas for any given subject; for example, in one area interest in crop production ranged from 77 to 46 percent. The study directed further attention to: interest in specific topics, similarities and differences in interest among groups, race, acres of cropland operated, tenure status, and education.

*178 MONTANA COUNTY EXTENSION PROGRAM PLANNING COMMITTEE MEMBERS' PERCEPTION OF THE COOPERATIVE EXTENSION SERVICE. Moore, Paul J. Wisconsin University. 62-4717. 271 p., 1962.

The purpose of this study was to determine the perception of the Cooperative Extension Service in Montana as held by County Program Planning Committee members. The sample included 102 men and 55 women, three-fourths of whom were over forty years of age. All committee members were interviewed individually or in groups. They perceived youth development and efficiency in agricultural production as Extension's principal purposes. They were relatively poorly informed on Extension's organization and sources of finances. The function of providing information on specific farm and home problems was considered most important. Committee members perceived their role as making decisions about what should be emphasized in the Extension program. They favored "farm" over "non-farm" group as Extension clientele. The hypothesis that Extension involvement is associated with committee members' perception of Extension were accepted for two elements. The hypothesis that committee members' tenure is associated with their perception of Extension was accepted for two elements. The hypothesis that level of formal education is associated with committee members' perception of Extension was accepted for one element. The hypothesis that age is associated with committee members' perception of Extension was accepted for six elements which included the objectives of providing information in marketing farm products, leadership development, and in helping urban people solve problems related to agriculture and family living.

179 A STUDY OF CERTAIN PSYCHOLOGICAL FACTORS IN THE REHABILITATION OF POTENTIALLY EMPLOYABLE HOMEBOUND ADULTS. Safian, Murray Z. New York University. 58-5924. 136 p., 1958.

The purpose of the present investigation was to evaluate the learning capacity and certain aspects of personality of fifty selected homebound pre-training subjects. The population comprised fifty disabled men and women, ranging in age from 19 to 65 years. This group was divided into two sub-groups, a Success Group and a Failure Group, based on an evaluation of the rehabilitation progress of each individual at the end of six months following the start of a training program. The data for testing the basic hypotheses were obtained from the Wechsler-Bellevue Intelligence Scale, the Rorschach, Thematic Apperception Test, Bender Gestalt Test and the Incomplete Sentences Blank. 1. The groups did not differ significantly in terms of learning capacity. 2. Significant differences between the groups in adjustment to routine were found on all projective tests. 3. The personality variables of adaptability to change, reality testing and motivation were not significantly different for the two groups on the basis of Rorschach test criteria. These variables did differentiate significantly between the groups on the ratings obtained from the Thematic Apperception Test, Bender Gestalt Test and the Incomplete Sentences Blank. 4. The Success Group, in contrast to the Failure Group, was capable of making a better response to the environment, showed better emotional control, more realistic ambition, more satisfactory interpersonal relationships and better methods of work.

180 PATTERNS OF POOR ADJUSTMENT IN PERSONS OF LATER MATURITY. Schmidt, John Frank. Chicago University. T 844. 193 p., 1950.

The study was specifically designed to ascertain whether adjustment of persons in later maturity differed from one socio-economic level to another. An index of stratification which used available census tract data for the two cities, was constructed. Cutting points 27.5 and -5.2, were selected so that individual tracts could be assigned to A (high), B (middle), and C (low) socio-economic ecological areas for each city. The sample was designed so that age, sex, strata, and city were controlled by a combination of quota and stratified sampling procedure. Four-fold contingency tables for the correlates of poor adjustment were prepared for eight controlled groups of cases. Nine factors had statistically significant correlations for all eight groups. Fifteen factors were significantly associated with poor adjustment in the "young", as well as the "old". For all factors concerned with health, the degree of association was higher for the "old" than for the "young" and higher for women than for men. The factors associated with poor adjustment in men 50-59 years of age as well as men 60 years of age and over were: stationary or downward social mobility, poor economic position of family in childhood, and no church membership. The most significant fact about the coefficients of contingency for the strata groups was the paucity of variables for which the correlates of poor adjustment were significant for all three strata.

*181 A STUDY OF THE PERSONALITY DIFFERENCES BETWEEN A GROUP OF WOMEN WHO HAD PARTICIPATED IN SEWING CLASSES IN AN ADULT EDUCATION PROGRAM AND A GROUP OF THEIR FRIENDS AND NEIGHBORS WHO HAD NOT PARTICIPATED IN ANY ADULT EDUCATION ACTIVITIES. Sitts, Marvin Ralph. Michigan State University. 60-3426. 175 p., 1960.

In this study of personality differences, the Sixteen Personality Factor Questionnaire and an adult education interview sheet were administered to a group of women who had participated in sewing classes offered by the Mott Adult Education Program of the Flint, Michigan, Board of Education, and to a group of their friends and neighbors who had not participated in any adult education activity. Questionnaire scores showed that the participants were brighter and more agressive, and tended to be more persistent, less polished, more confident, and marked by a less clear picture of socially approved behavior, than the nonparticipants. Moreover, participants in adult education generally had enrolled in more special schools, had a higher income, belonged to more service and neighborhood clubs, attended more activities in school buildings, had voted more often in recent elections, had known about the adult education program longer, and tended to be older. (Suggestions were offered as to areas for program modification.)

*182 THE RELATION OF SELECTED FARMERS' 4-H EXPERIENCE TO THEIR ADOPTION OF IMPROVED FARM PRACTICES. Olson, Kenneth Sanford. Wisconsin University. 59-3212. 175 p., 1959.

The basic consideration of this study was to investigate the relationship between 4-H Club membership experience and improved farm practice adoption. The investigation included 103 pairs of farmers living in Barnes County, North Dakota. The respondents were initially selected on their ability to meet the following qualifications: 30 to 45 years of age inclusive, married, farming continuously since 1954, living on the farm being operated, and less than 100 days spent on an off-the-farm part-time job in 1957. They were also matched or paired on the following three control variables: farm size, tenure, and formal education. The major findings indicated that: (1) there was a statistically significant relationship between 4-H membership and the acceptance and adoption of the 26 improved farm practices included in the study; (2) there was a significant relationship between the number of improved farm practices as well as his own 4-H membership tenure; and (3) there were differences between the experimental and control group concerning socio-economic, 4-H and attitude characteristics included in the study were consistently in favor of the experimental group.

*183 A STUDY OF ATTITUDES OF INDIAN AND PAKISTANI STUDENTS. Kiell, Norman. Columbia University. Ed.D. 197 p., 1949.

A study described and analyzed the attitudes of Indian and Pakistani university students in the United States toward the American scene, American democracy, and the responsibilities of American educational institutions _vis a vis_ exchange students. A brief inquiry was made into basic religious and philosophical values and social practices which conditioned the students for or against their experiences in the United States. Characteristics of university-level Indian education were noted, followed by a historical review of Indian students in American universities. Data were obtained on personal background (including major fields of study in the homeland and the United States), favorable aspects of American education, educational problems encountered, suggestions for removing them, social participation in American life, views on race relations and other national problems, things America could learn from the students' homelands, opinions of American newspapers and political parties, perceived strengths and weaknesses in American democracy, sources of information about it, and differences between initial and later impressions. A major conclusion was that adjustment problems, academic and otherwise, faced by many foreign students can be alleviated by adequate preparation and orientation at home and by the services of specially created agencies in the United States.

184 THE ROLE OF THE SELF CONCEPT IN SOCIAL PERCEPTION. Fitts, William H. Vanderbilt College. 213 p., 1954.

185 PSYCHOLOGICAL CHARACTERISTICS OF ADULTS RESISTING HOSPITAL DISCHARGE. Fisher, Stanley. Columbia University. 1957.

186 THE DEVELOPMENT AND ANALYSIS OF AN INSTRUMENT DESIGNED TO MEASURE WORK ATTITUDES, USING SELECTED GROUPS OF STUDENTS AND EMPLOYEES. Gisriel, Austin Eugene. University of Maryland. Ed.D. 317 p., 1959.

187 A STUDY OF SUSCEPTIBILITY TO INFLUENCE AS A FUNCTION OF PERSONALITY CHARACTERISTICS. Gordon, Carol Elizabeth. University of Utah. 145 p., 1961

188 SELF-INSIGHT, EMPATHY AND PERCEPTUAL DISTORTION: A STUDY OF THE RELATIONSHIPS BETWEEN MEASURES OF SELF-INSIGHT, EMPATHY, AND PERCEPTUAL DISTORTION AS OBTAINED FROM RATINGS MADE BY INDIVIDUALS ON THEMSELVES AND OTHERS IN THEIR GROUP. Goodman, Harvey. New York University. 210 p., 1952.

189 THE INFLUENCE OF INDIVIDUAL ATTITUDE UPON SCALE VALUES OF ATTITUDE ITEMS. Grannenberg, Ralph Thormod. Stanford University. 195 p., 1954.

190 MODIFICATION OF ATTITUDES TOWARD THE VISIBLY DISABLED: AN EXPERIMENTAL STUDY OF THE EFFECTIVENESS OF SOCIAL CONDUCT IN PRODUCING A MODIFICATION OF THE ATTITUDES OF NON-DISABLED FEMALES TOWARD VISIBLY DISABLED MALES. Granofsky, Jack. Yeshiva University. 239 p., 1955.

191 A STUDY OF CHANGES IN PERSONAL ADJUSTMENT. Grossman, Searles A. University of Pennsylvania. 125 p., 1950.

192 THE INFLUENCE OF SOCIAL FACTORS ON RELIGIOUS ROLE PERCEPTION AND BEHAVIOR. Hamilton, Philip Anthony. Notre Dame University. 455 p., 1961.

193 A STUDY OF THE SELF-CONCEPTS OF CRIMINALS AND NON-CRIMINALS. Hurley, William Maurice. Oklahoma University. Ed.D. 66 p., 1961.

194 A COMPARISON BETWEEN THE PERSONALITY CHARACTERISTICS OF ADOLESCENTS WITH BEHAVIOR DISORDERS AND THE PERSONALITY STRUCTURES OF THEIR PARENTS. Immergluck, Ludwig. Iowa State University. 1947.

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196 CHANGES IN CONCEPT OF SELF AND OTHERS AS A FUNCTION OF INCARCERATION IN A CORRECTIONAL INSTITUTION. Kerns, Robert Deneille. University of Pittsburgh. 56 p., 1958.

197 FACTOR ANALYSIS OF CERTAIN APTITUDE AND PERSONALITY VARIABLES. Khan, Lilian. University of Southern California. 124 p., 1959.

198 AN ANALYSIS OF CERTAIN ASPECTS OF PERCEPTION AND BEHAVIOR AMONG PRINCIPALS WHILE ENROLLED IN A LEADERSHIP COURSE. Kirby, John T. Florida University. Ed.D. 170 p., 1957.

199 ACCEPTANCE OF SELF, OTHER PEOPLE, AND SOCIAL CONFORMITY AS EFFECTS GROUP THERAPEUTIC EXPERIENCES. Knox, Wilma Jones. Pennsylvania State University. 108 p., 1958.

200 PERCEPTIONS OF MOTHER AND DAUGHTER AS THEY PERTAIN TO CERTAIN ASPECTS OF THE SELF CONCEPT. Lazzetta, Vernie Barnett. University of Colorado. Ed.D. 202 p., 1960.

201 ATTITUDE CHANGE AS RELATED TO CHANGE IN PERCEPTION OF THE GROUP NORM. Lau, James Brownlee. University of Michigan. 135 p., 1954.

202 A STUDY OF THE INTERPERSONAL ROLE PERCEPTIONS OF SCHOOL ADMINISTRATORS, BOARD OF EDUCATION MEMBERS, AND MEMBERS OF LAY CITIZENS COMMITTEES IN MICHIGAN PUBLIC SCHOOLS. Lehmann, Charles Frederick. University of Michigan. 162 p., 1957.

203 A STUDY OF SOME PERSONALITY ATTRIBUTES OF INDEPENDENTS AND CONFORMERS. Levy, Leo. University of Washington. 58 p., 1958.

204 A STATUS AND PERSONALITY SURVEY OF CERTAIN PERSONS PREPARING FOR EDUCATIONAL LEADERSHIP. Liljeblad, Maynard T. Ed.D. 344 p., 1956.

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206 EXPLORATION AND EVALUATION OF VARIOUS ASPECTS OF PERSONALITY AND SELF CONCEPT CHANGE IN FUNCTIONAL MARRIAGE EDUCATION WITH SPECIAL REGARD TO THOSE OF LOW MARRIAGE POTENTIAL. Silverman, Saul A. Florida State University. Ed.D. 127 p., 1962.

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208 A CLINICAL INVESTIGATION OF CERTAIN PERSONALITY CHARACTERISTICS OF TWENTY ADULT MALE EXHIBITIONISTS. Spitz, Herman H. New York University. 13640. 1955.

209 A STUDY TO DETERMINE THE MOTIVATIONS OF ADULTS ATTENDING EVENING SESSIONS AT THE WYOMING VALLEY TECHNICAL INSTITUTE. Sworen, Stephen. Pennsylvania State University. 1960.

210 EFFECTS OF ROLE INTERDEPENDENCE AND EGO STRENGTH ON GROUP FUNCTIONING. Thomas, Edwin John. Michigan University. 243 p., 1956.

211 ADULT ATTITUDES TOWARD TEACHERS AND TEACHING AS FUNCTIONS OF PERCEIVED INCOME DISCREPANCIES. Tronsgard, David T. Stanford University. Ed.D. 63-2700. 1962.

212 A DESCRIPTION AND EVALUATION OF A PLAN FOR SELF-DEVELOPMENT WORKSHOPS, COURSES IN CREATIVE WORKSHOPS, ORAL AND GESTURAL SELF-EXPRESSION. Brown, Michael. Columbia University. 1959.

213 CORRELATES OF THE ACCURACY OF ROLE-TAKING AND THE CONGRUENCE OF SELF-OTHER IMAGES AMONG MARRIED COUPLES. Bock, Elmer Wilbur. Iowa State University. 111 p., 1961.

214 A PARAMETRIC STUDY OF SIMULTANEOUS DOUBLE TACTILE STIMULATION IN NORMAL ADULTS. Bird, Joseph Wright. State University of Iowa. 62-2378. 1962.

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216 A STUDY OF TEACHER ROLE EXPECTATIONS. Chilcott, John Henry. Oregon University. 201 p., 1958.

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221 FATHER CHARACTERISTICS AND SEX-ROLE IDENTIFICATION IN A DELINQUENT GROUP. Greenstein, Jules M. Rutgers University. 187 p., 1961.

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223 A COMPARATIVE STUDY OF THE EXPECTATIONS WHICH TEACHERS, ADMINISTRATORS, SCHOOL BOARD MEMBERS AND CITIZENS OF THREE SCHOOL DISTRICTS HAVE OF THE TEACHER'S ROLE IN SCHOOL AND COMMUNITY. Smith, Rex Beach. Michigan State University. Ed.D. 314 p., 1960.

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225 A NORMATIVE STUDY OF THE STRONG VOCATIONAL INTEREST BLANK FOR MALE ADULT WORKERS. Jenson, Paul Gerhard. University of Minnesota. 13785. 1955.

226 A STUDY OF THE RELATIONSHIP BETWEEN THE VOCATIONAL SELF-PERCEPTION AND THE REHABILITATION OF OLDER, HANDICAPPED MEN IN A SHELTERED SHOP PROGRAM. Malikin, David. New York University. 1961.

227 REGIDITY AS A FUNCTION OF AGE AND INTELLIGENCE. Esbenshade, Ann Augusta. University of Pennsylvania. 32 p., 1960.

228 COMPARISON OF RESPONSES OF CHILDREN, NORMAL ADULTS AND SCHIZOPHRENICS ON THE PERCEPTUAL MATURITY SCALE. Edwards, Elisabeth S. University of Denver. 62-3684. 1961.

229 PERCEPTIONS OF OTHERS, REACTIONS TOWARD OTHERS, AND EVALUATIONS OF THESE REACTIONS BY YOUNG ADULT SPEECH DEFECTIVES. Christensen, Ned Jay. Pennsylvania State University. 59-6767. 1959.

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233 A COMPARATIVE STUDY OF A SEMINARY GROUP AND FOUR OTHER GROUPS ON THE MINNESOTA MULTIPHASIC PERSONALITY INVENTORY. Bier, William C. Catholic University. 1948.

234 A STUDY OF PSYCHOLOGICAL ATTRIBUTES IN THE SECOND HALF OF LIFE. Berkowitz, Howard. University of Texas. 170 p., 1957.

235 A DISCRIMINANT ANALYSIS OF THE APTITUDES AND INTEREST OF ENLISTED MEN IN ELEVEN NAVAL AVIATION GROUPS. Albitz, Diane Ramsey. University of Minnesota. 171 p., 1958.

236 ATTITUDE CHANGE AS RELATED TO PERCEIVED GROUP CONSENSUS. White, Martha Frances Sturm. Michigan University. 88 p., 1954.

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238 RURAL AND URBAN BACKGROUND AS FACTORS IN THE BEHAVIOR OF FACTORY WORKERS. Lebeaux, Charles Nathan. University of Michigan. 201 p., 1954.

239 WORKERS' ATTITUDES TOWARD PARTICIPATION AND LEADERSHIP. Riessman, Frank. Columbia University. 196 p., 1955.

240 SELF-PERCEIVED VALUES: AN INDEX TO EVALUATION IN GRADUATE EDUCATION. Polder, Edward John. Ohio State University. 191 p., 1958.

241 AWARENESS OF IN-GROUP ATTITUDES. Nielson, Alfred Melville. Ohio State University. 110 p., 1955.

242 RELATIONSHIPS BETWEEN SUSCEPTIBILITY TO PERCEPTUAL INTERFERENCE AND PERSONALITY CHARACTERISTICS. Norris, Verlyn L. Purdue University. 82 p., 1956.

243 SOME EFFECTS UPON ORGANIZATIONAL CHANGE OF THE PERSONALITY CHARACTERISTICS OF KEY ROLE OCCUPANTS. Kaye, Carol. Michigan University. 239 p., 1959.

244 AN INTERRELATION OF VALUE-ATTITUDE STRUCTURE AND ROLE PERCEPTION AMONG SCHOOL TEACHERS AND ADMINISTRATORS. Kerber, August F. Wayne State University. Ed.D. 219 p., 1956.

245 SOME ADULT CORRELATES OF ADOLESCENT RATED DRIVE FOR DOMINANCE, AUTONOMY, AND RECOGNITION. McGee, Patricia S. California University. 1959.

1200 Age Difference

246 AGE DIFFERENCES IN RIGIDITY AS REVEALED IN ATTITUDE SCALE RESPONSES. Taylor, Charles. Syracuse University. 11,878. 118 p., 1955.

It was hypothesized that the rigid person could react to a certain type of ambiguity in the following ways: (1) he would tend to endorse statements in direct conflict with one another; (2) he would tend to use the extremes of a response continuum; (3) he would tend to avoid the neutral point of a response continuum; and (4) he would tend to fall into extended response sequence patterns. A battery of five Thurstone scales, each with items arranged in ascending scale values, were administered to three samples, aged 25-35, 40-50, and 55-65 respectively, who reacted to each item in one of five ways: strong agreement, agreement, neutrality, disagreement, or strong disagreement. Analyses in terms of the hypotheses led to the following conclusions: in all five scales and all four measures, age trends were as hypothesized; intercorrelations in the five scales in each measure of rigidity ranged from .14 to .59, showing that the scales themselves have some influence on the amount of rigidity; intercorrelations among the four measures of rigidity showed a weak common factor, the coefficients being of the order of .25; and the measures of rigidity were correlated with attitude scale scores.

247 A STUDY OF THE FLEXIBILITY IN FIVE SELECTED JOINTS OF ADULT MALES AGES 18 TO 71. Greey, George Wells. University of Michigan. 12576. 1955.

248 AGE AND DECADE CHANGES IN ATTITUDES. Jones, Allan William. Ohio State University. 140 p., T954.

249 THE RELATIONSHIP OF VIGILANCE TO PACED AND SELF-PACED LEARNING IN YOUNG AND ELDERLY ADULTS. Canestrari, Robert E., Jr. Duke University. 63-3579. 1962.

250 A COMPARATIVE STUDY OF THE PERFORMANCES OF SIXTH GRADE GRADUATES AND SELECTED ADULTS ON A SCIENCE TEST CONCERNING OUTER SPACE. Dennis, Ronald T. University of Alabama. Ed.D. 63-2046. 1962.

251 THE RELATIONSHIP OF INFORMATION AND OPINION TO AGE. Hinshaw, Robert Patton. Princeton University. 80 p., 1944.

See also: 1120 Mental, perceptual abilities; 4625 Young adults; 4635 Older adults

1250 Life Experience Work Experience

*252 THE TRANSITION OF YOUTH TO MATURITY. Essert, Paul L. Columbia University. Ed.D. 228 p., 1941.

The author discusses measures designed to make the work experiences of young people culturally enriching and educational. He analyzes the problems and expectations of American youth in the light of research and experimentation during 1926-41, then attempts to make a connection between the challenge of promoting the occupational maturity of youth and the larger problem of economic and social planning. He describes patterns of local planning (including counseling, training, placement, and self-help) for the use of youth power. He sets forth four underlying principles: creative significance, social usefulness, occupational intelligence (awareness), and planned growth or progression. The Denver Plan for occupational adjustment is outlined, with emphasis on how the four principles of planning are applied. The role and activities of Denver's Occupational Planning Council are indicated, along with implications for educational planning. Recommendations, including a dozen specific proposals, are offered.

253 AN INVESTIGATION OF THE INFLUENCE OF WORK EXPERIENCE IN THE FORMULATION OF LIFE GOALS OF YOUNG ADULTS. Jones, Donald C. Columbia University. 1951.

1260 High School Equivalency Tests & Certificates

254 THE CHARACTERISTICS OF ADULTS ENROLLED DURING 1951-1952 IN THE GARY, INDIANA, NIGHT SCHOOL CLASSES FOR CREDIT TOWARD HIGH SCHOOL GRADUATION. Ladd, Ernest Everett. Indiana University. 6113. 191 p., 1953.

The major emphasis of the study was to discover the educational, vocational, and personal backgrounds and needs of the adult students in Gary, Indiana, who were working in night school classes to secure credit towards high school graduation. The methods of the study consisted of the collection of personal data by a form sheet supplemented by personal interview, the administration of the Kuder Preference Record-Vocational, the Mooney Problem Check List, and the Thurstone Test of Mental Alertness, the recording and tabulation of the data, and their discussion in terms of numbers and percentages found in the various categories. It appeared that the group, as a whole, represented relatively young people, the median ages for men and women being 22 and 23.5 years respectively. The women outnumbered the men. Grade levels were not important since students were scheduled only into courses that count for high school graduation. The yearly turnover of students was large and most of the students withdrew from the regular school either to work (men) or to be married (women). The majority of students reported a desire for a high school diploma as the reason for returning to night school classes. Most of the students came from Gary schools and got their information about the night school from the newspapers. Men in the group failed courses more often than did the women. The men in this group reported more job experiences than did the women. The women students found fewer special problems in their jobs than was true for the men. Leisure interests were limited. The night school work was considered satisfactory and reasonable in cost, but some preference was expressed for late afternoon classes. Most serious problems for the students seemed to have been in the areas of personality and self-improvement.

255 THE DEVELOPMENT AND UTILIZATION OF THE HIGH SCHOOL EQUIVALENCY CERTIFICATE IN MISSOURI. Aslin, Neil C. University of Missouri.

1270 College Equivalency Tests & Certificates

256 A STUDY OF THE ORGANIZATION AND ADMINISTRATION OF UNIVERSITY NON-DEGREE CREDIT CERTIFICATE PROGRAMS FOR ADULTS. Jeffers, Albert Leonard. Connecticut University. 61-5418. 153 p., 1961.

The purposes of this investigation were to: study the organization and administration of non-degree credit certificate programs of state and land-grant colleges to discover the latest trends in non-credit programs, and identify the areas of needed expansion. A questionnaire was developed to gather information concerning the non-degree credit certificate programs in the institutions. The questions dealt generally with the organization and administration of the program, the areas of expansion, and the size of the institution. Most of the responding institutions believed that their services were seriously hampered by inadequate budgets, personnel, and facilities; however, they anticipated continued expansion. The newest course offerings were in the fields of management and leadership. The most successful courses were in the vocational field in which immediate recognition was given in terms of finance and personal advancement. Liberal arts courses were least successful, although most educators expressed a need for courses in this area. The emphasis in most institutions seemed to be in the vocational area and yet the institutions felt that the few liberal arts programs were extremely important and should be developed further.

1300 ADULT EDUCATION PARTICIPATION

257 EDUCATIONAL ACTIVITIES OFFERED EMPLOYEES BY SOME SELECTED LOUISIANA COMPANIES. Sandoz, Dolores Mary. Louisiana State University. 61-5152. 178 p., 1961.

The purpose of this study was to report on the educational activities of two hundred selected Louisiana companies. A questionnaire was completed by 119 companies composed of 76,482 employees. Twenty-seven gave reasons for not answering the questionnaire. An analysis of the responses by the companies, together with related studies, revealed that 109 companies offered in-company training courses in which more than 74,430 employees participated. Seventy-five percent conducted the training courses in their Louisiana plants; others conducted the courses in home offices outside Louisiana or in trade schools. Over 73 percent paid wages to employees for the time they spent participating in in-company training programs. Over 70 percent of the instructional staff were full-time employees who taught and had other duties. Foremen comprised the largest group of employees to study under in-company training programs, followed by skilled employees and technical employees in that numberical order. Courses offered under this program consisted of orientation, sales promotion, management and supervision, human relations and problem solving, and general education. Ninety-two companies representing 61,864 employees, had tuition refund plans. Sixty-five companies indicated that their employees attended conferences, seminars, institutes, workshops, and short courses. They paid all of the employees' expenses. Other educational activities of the companies were: providing scholarships; matching employee alumni gifts; and distributing films, booklets, published reports, pamphlets, and wall charts.

*258 THE RELATIONSHIP OF THE QUALITY OF COLLEGIATE EDUCATION TO THE CONTINUING EDUCATION OF COLLEGE ALUMNI. Brown, M. Alan. Chicago University. 7144. 194 p., 1960.

An investigation was made of the relationship of age, sex, type of course or concentration, and the quality of collegiate education to the nature and extent of continuing education pursued by 255 college graduates in a large American city. Educational activities included educational television, reading books and magazines, and attendance at adult education classes. Alumni of selected colleges and universities surpassed alumni of average institutions, older alumni surpassed younger alumni, and women surpassed men. Correlation with quality of education were high in book reading, adult classes, and study-discussion groups, but were much lower in the case of magazine reading, television viewing, and membership in educational organizations. The greatest variations were partly attributed to different amounts of leisure time. Differences between liberal arts graduates and preprofessional or combined program graduates were relatively slight. (Implications and limitations of the study were discussed, together with areas for further investigation. Seven appendixes, 49 tables, and 11 references are included.)

259 A STUDY OF ADULT EDUCATIONAL INTERESTS AND PROGRAMS IN SALT LAKE COUNTY. Barron, Howard H. Utah University. Ed.D. 285 p., 1953.

The primary purposes of this study were to: determine the adult educational interests of a selected group of adults residing in Salt Lake County; describe some of the characteristics of the respondents; determine the approximate number of adults enrolled or participating in some of the formal and informal programs; and describe some of the characteristics of the organizations in progress in Salt Lake City. Data were secured by means of two questionnaires--one sent to a sample of the lay public; another to organizations with formal and informal adult education programs. There was a 38.7 percent return from the former. Returns showed that: 84 percent of the respondents were women and 94.1 percent men; four percent of the women and 4.3 percent of the men were single; 12 percent of the women and 1.6 percent of the men were divorced or widowed. It was concluded that: (1) women were more interested in homemaking and parent and family life education than in any of the other subject areas; (2) men were most interested in civic and public affairs education and recreational activities. Some of the courses of greatest interest were: understanding children, furniture refinishing, child guidance, and public speaking. First aid, canning and freezing foods, and consumer buying were the courses having the greatest participation. Of the 40 courses of greatest interest 17 or 42.5 percent were also included among the forty having the greatest participation. A greater number of adults were participating in the informal than in the formal adult education program.

260 A STUDY OF FORMAL AND INFORMAL GROUP PARTICIPATION IN A LARGE URBAN COMMUNITY. Axelrod, Morris. Michigan University. 54-1055. 184 p., 1954.

To investigate the extent and nature of formal and informal group participation and some of its correlates in a large urban community, representative sample of Detroit Area residents was interviewed. It was found that membership in formal groups is relatively widespread, but far from inclusive of the whole population. The extent of participation in formal groups varied with several basic roles and role-related variables. The sharpest differences occurred between groups differing in amount of education, in social status, in family occupational status, and in income. Informal group participation was found to be widespread in the population. Contact with relatives is by far the most frequent type of informal association, followed by friends, neighbors, and coworkers. The variation in frequency and type of informal association is less impressive than the relatively homogeneous experience in informal association that characterizes most of the population. In general, the total amount of informal participation was found to be quite widespread and, with the exception of age and education, varied little with different roles. Only a slight positive relationship existed between the extent of formal and informal group association.

*261 EVALUATION AND ANALYSIS OF STUDENT PARTICIPATION IN OUT-OF-CLASS ACTIVITIES IN A CITY COLLEGE. Paster, George Nicholas. Chicago University. T 3770. 128 p., 1957.

This study evaluated and analyzed student participation in out-of-class activities at a city college, Roosevelt University. Five hypotheses were formulated: (1) students tend to select similar activities on an off campus; (2) the heavier the work load is, the less the participation in extra curricula activities; (3) the higher the social class is, the greater the number of activities; (4) the higher the social class is, the more active and highly organized are the activities chosen; (5) there is no correlation between grades and out-of-class participation. The findings supported the first two hypotheses and confirmed the fourth. The third was disproved. As regards the fifth hypothesis, students with better grades tended to participate less in student activities. The following characteristics were associated with the university: the students lived at home; many attended classes part-time and evenings only; most worked and all commuted; and there were no dormitories or residential fraternities. Comparison with a study conducted by the Election Committee of Bringham Young University, showed that these characteristics do tend to limit student participation.

262 THE RELATIONSHIP BETWEEN LEADERSHIP PARTICIPATION IN COLLEGE AND AFTER COLLEGE. Roskens, Ronald W. State University of Iowa. 1958.

This study sought relationships between college extracurricular leadership and participation (academic, social, special interest) and leadership participation in subsequent activities (occupational and military, political and civic, fraternal, religious, social, recreational) at different points in time. Correlations between college and postcollege leadership were strongly positive. Measures of leadership and participation were very strongly related at both the college and postcollege levels. Social and special interest subscores on college leadership showed a higher correlation with subsequent leadership than did academic leadership. Coefficients between college leadership and grade-point averages increased from .16 for the 1922-23 graduates to .59 for the 1952-53 sample. College leadership showed a fairly low relationship to income and subsequent occupational status. Postcollege leadership bore little relationship to grade-point average, income, or parental occupational status.

263 SELECTED FACTORS ASSOCIATED WITH ATTENDANCE AT ADULT FARMER CLASSES IN MICHIGAN. Davis, Philip Barr. Michigan State University. 60-546. 164 p., 1960.

A study was made in Michigan as to the association between attendance at adult farmer classes and selected factors related to the learners or their classes. A 30 factor questionnaire was administered in 39 communities; returns from 472 farmers were used, together with attendance records and other official data. The following factors were significantly, and positively, associated with attendance; distance (5 1/2 miles or more); preference for existing scheduling in terms of time of year and time of day; favorable attitudes toward teaching methods used; appreciation of class meetings covering farmers' problems; programs less than 20 weeks long; classes in dairying and in soils-landscaping; preference for the discussion method; past attendance; appreciation of the ability and personality of the agriculture teachers; occupations (poultry farmers, dairymen, and general farmers); and a favorable view toward car pools. Similar studies in other states were recommended, as well as reassignments of successful teachers to adult farmer education, attention to problems of adult farmers, use of discussion methods, appraisal of scheduling practices, and car pool assistance. (An appendix, 38 tables, and 47 references are included.)

*264 A STUDY OF FACTORS RELATED TO NON-PARTICIPATION IN EXTENSION EDUCATION PROGRAMS IN THE THREE OAHU EXTENSION DISTRICTS, HAWAII. Morrill, Junius Glenn. Cornell University. Ed.D. 61-4. 239 p., 1960.

The purpose of this study was to analyze family participation and the factors which might normally be expected to account for non-participation. Data were collected through a study of the organization and function of the Hawaii State Extension Service, a survey of male and female agents of three Oahu extension districts, and interviews of 642 heads of families in five communities. It was concluded that: extension education programs were reaching only a comparatively low percentage of Oahu families; and that the principal factors related to participation were: (1) income or socio-economic level, (2) availability of agricultural land and the proportionate amount of income received from farming, (3) length of residence in the community, and (4) Christian and non-christian affiliation.

*265 THE INFLUENCE OF CERTAIN FACTORS ON ATTENDANCE IN PUBLIC SCHOOL ADULT EDUCATION PROGRAMS. Pattyson, Jack W. Florida State University. Ed.D. 61-3644. 320 p., 1961.

The major problem in this investigation was to test certain administrative controllable factors to see if they exercise any influence on attendance in public school adult education courses. The data were secured from the official permanent records for the 1955-1956 and the 1956-1957 school years. The study included 380 courses covering the two year period. There were 6,115 adults registered, with an aggregate attendance of 49,459. The following conclusions were drawn: (1) Tuesday and Wednesday were significantly better than Monday, Thursday and Saturday for scheduling public school adult education courses (there were no courses reported for Friday). (2) Courses classification eight, Parent and Family Life Education, was significantly better relative to average daily attendance than any of the other classifications of courses. The following classifications of courses ranked next respectively: Technical and Vocational Education, Home Economics Education, Americanization and Elementary Education, Health and Physical Education, Civic and Public Affairs Education, Arts and Crafts Education, General Academic Education, Music and Drama Education, Safety and Driver Education, Commercial, and Distributive Education. (3) Public school adult education courses having 10 class sessions and those having 12-15 class sessions were significantly better relative to average daily attendance than courses having 3-9 or 11 class sessions.

104

266 AN ANALYSIS OF RELATIONSHIPS BETWEEN ENROLLMENTS AND FEES IN PUBLIC SCHOOL ADULT EDUCATION CLASSES IN THE STATE OF WASHINGTON. Philips, Alfred McKenzie. State College of Washington. 105 p., 1958.

This study presents evidence regarding the relationship of fees and enrollments in public school adult education programs of the state of Washington and analyzes the implications of that evidence for state and local adult education finance policy. Three non-consecutive years were chosen, 1950-51, 1952-53, and 1954-55, to provide a broad time-span, in a period when public school adult education classes were plentiful. The computed correlations between enrollments and fees were: 1950-51, -.180; 1952-53, -.110; and 1954-55, .503. The percentage-change in enrollments and fees between the yearly periods, based upon the total enrollments and mean individual fees was also computed to indicate year-to-year variation. From 1950-51 to 1952-53, enrollments decreased 9.85 per cent while fees increased 46.2 per cent, but from 1952-53 to 1954-55 enrollments increased .60 per cent and fees decreased 6.52 per cent. These figures seemed to indicate a relationship between fees and enrollments, so investigation was carried out with the other types of adult classes previously selected. The analysis was also extended to cover a ten-year period from 1945-46 to 1955-56. The results of the over-all analysis showed a maximum mean correlation of .460 for Accounting, Shorthand, and Typing Combination, and a minimum mean correlation of .002 for Foreign Language. Percentage-change variations in fees and enrollments were computed for each class and little or no consistency was found in the year-to-year variations. This lack of consistency in percentage variation of fees and enrollments, coupled with the low fee-enrollment correlations strengthens the contention that, within a specific fee-range, the size of the fee has little to do with enrollment. The primary implication of the findings for state and local policy is that if state or local public support, or both, were reduced, and if fees were raised above $7.50, enrollments in most adult education courses now offered could be expected to decline.

Related: 1160 Psychological, personality factors;
1200 Age difference; 1510 Assessing educational needs

1500 PROGRAM PLANNING AND ADMINISTRATION

*267 A STUDY OF SELECTED FACTORS INHIBITING THE DEVELOPMENT OF ADULT EDUCATION IN THE STATE OF MICHIGAN, 1957-58. Treloar, William Purdy. Michigan State University. 60-2363. 326 p., 1960.

To ascertain relationships of selected factors inhibiting the development of adult education to community size, enrollment, experience of the director, and full- or part-time directorship, 200 responses to questionnaires mailed to all adult education directors in Michigan were analyzed. Data were organized according to three problem areas--(1) operation of the program, (2) finance and facilities, and (3) community relationships. Eight major problems considered important by over half of the survey group and reported as frequent blocks to program development in more than half of the communities were--identifying adult needs, teacher shortage, time to administer program, publicity program, support from state tax funds, time to supervise instruction, competition with community activities, and inservice teacher training. Study in inservice and preservice leadership training programs for adult educators should center upon understanding adult education, knowledge of the culture and social institutions, and understanding the adult learning process.

*268 PUBLIC RELATIONS IN THE ORGANIZATION AND MANAGEMENT PROCESS OF SELECTED NATIONAL PROFESSIONAL EDUCATIONAL MEETINGS. Curry, Volna M. University of California (Los Angeles). Ed.D. 228 p., 1954.

This study developed recommendations for applying public relations concepts and techniques in organizing and managing conventions or conferences of the Representative Assembly of the National Education Association, the American Association for Health, Physical Education, and Recreation, the Adult Education Association, and the Association for Supervision and Curriculum Development. Leading ideas in the literature suggested that (1) public relations is a phase of management, a program of planned policies and operation, a continuing process, and the responsibility of everyone in the organization, and that (2) it requires self-analysis and correction. Six categories of criteria and a questionnaire survey were used to analyze the national meetings. Some findings and conclusions were: (1) planned public relations procedures were not common in the organizing and managing of national meetings; (2) all the public relations concepts were accepted, and they were ranked as follows: phase of management, pla-ned policies and operation, continuing process, self-analysis, and the responsibility of everyone in the organization; (3) budget management and allocation of funds have major importance; (4) national headquarters staff persons and local groups need to work more closely together on overall planning.

269 A CRITICAL ANALYSIS OF SELECTED UNIVERSITY CONTINUING EDUCATION CENTERS IN THE UNITED STATES. Crane, Carlson Eldridge. New York University. Ed.D. 59-6217. 238 p., 1959.

Twelve continuing education centers, connected with member universities of the National University Extension Association, were studied to collect information on purposes, administrative organization, internal and external relationships, physical facilities, programs, related activities and financing. Interviews were conducted with top administrative officials. It was found that the most important purpose was service to the people of the state, and to increase educational opportunities for those who seek them; organizational forms were similar; status of staff was improving, continuing education programs were jointly planned by the center, academic departments, and outside agencies; public relations media were not used extensively; and more and larger suitable meeting places were needed. Seven recommendations are based upon these generalizations and conclusions. (The appendix includes the interview questionnaire).

*270 ADULT EDUCATION IN THE JEWISH COMMUNITY CENTER. Freeman, Samuel D. Columbia University. Ed.D. 460 p., 1953.

The present study described and analyzed present practices in adult education as it is encountered in Jewish community center work; defined areas of concern for adult educators on Jewish center staffs; suggested some program areas which require strengthening or improved practices; offered appropriate recommendations; and provided a basis for developing program evaluation criteria in local situations. First, a brief historical survey was presented, followed by spheres of activity, purposes and objectives, participant involvement, scarce resources, and other contemporary problems. Attention was then given to administration and policy; a center's role in the community; the scope, composition, and clientele of an adult program; methods and techniques (including audiovisual and counseling services); mass activities and small-group activities; health and physical education; specifically Jewish content in adult programs; and the educational role of the National Jewish Welfare Board. (Program content was defined in terms of such formal activities as forums, discussion groups, special interest groups, institutes, and workshops, and such informal ones as committees, rallies, fund-raising, and membership campaigns.) (A bibliography, 103 tables, and twenty appendices appear separately in Volume 2.)

1505 Program Planning and Processes

*271 AN EXPERIMENTAL STUDY OF A PROCESS FOR PROGRAM PLANNING IN ADULT EDUCATION. Bunge, Adolph Frederick. Columbia University. Ed.D. 108 p., 1955.

The author tested and evaluated a method for program planning in adult education by examining the motives, needs, and study patterns of business and professional men. Interviewees had been nominated by their peers as outstanding in terms of sustained habits of inquiry. Questionnaire data were obtained on active interests (uses of books, newspapers, magazines, radio and television, and special study); latent interests (what men would study if time, money, and other factors permitted); subjects which they considered important but did not find interesting; study habits and means of study; the amount of study done in avocational fields; and how new knowledge was used in solving daily problems. Reasons for lack of interest were noted, along with respondents' ideas for improving adult education. Comparisons were also made between expressed educational interests and standard objectives of adult education as found in the literature. Responses were analyzed by age, education, occupational background, leadership roles, and sources of influence or motivation. The primary motive appeared to be more social or interpersonal than strictly vocational--not the accumulation of wealth but the struggle for approval. Suggestions were offered for motivating busy men to budget time for study, widening their circle of human relations, and stimulating community participation.

*272 IOWA COUNTY EXTENSION COMMITTEE MEMBERS' AND AGENTS' PERCEPTION OF PROGRAM PLANNING. Beavers, Irene. Wisconsin University. 62-4660. 223 p., 1962.

A study of county Extension in Iowa examined agents' and committee members' understanding of the overall objectives of planning; their perception of behavior changes which planners would make as a result of their participation in planning; committee members' perceptions of the behavior changes which they actually underwent; and the relationship of selected variables to perceptions of county Extension program planning. Respondents were 147 committee members representing 12 counties, and 104 randomly chosen county agents. The highest ranked program planning objective was to develop programs based on problems identified cooperatively by the people and Extension staff members. Other major objectives pertained to leadership development, program evaluation, and enabling people to take action. The behavior changes most sought included an understanding of program planning objectives and of ways to develop and implement plans. Four major behavioral outcomes were a willingness to participate actively in program implementation, an understanding of objectives and program implementation, the desire to inform others of the progress attained through the Extension program, and a knowledge of basic facts about the county.

273 METHODS AND PROCEDURES FOR BRINGING ADULT DISTRIBUTIVE EDUCATION TO COMMUNITIES OF 5,000 POPULATION OR LESS. Chrismer, John McSween. Nebraska University. Ed.D. 60-4346. 119 p., 1960.

The purpose of the study was to determine methods and procedures for bringing adult distributive education to Nebraska communities with a population of 5,000 or less. A survey form was sent each state leader of distributive education to: (1) determine what was being done or planned for communities of the size being studied, and (2) secure the names of communities in which programs had been or were being conducted and the names and adresses of the local leaders involved. A questionnaire was then sent to these local leaders to secure more detailed information about the methods and procedures used. If it possible to have successful adult distributive education programs in these small communities. More careful planning is required than in the larger communites, and it is important that state authorities work more closely with local leadership in planning and promoting an adult education program. The methods and procedures used must be flexible to meet the varying conditions, and the communities must be willing to cooperate within their own groups and also with neighboring communities when necessary. Generally, the most effective way to reach smaller communities is through the use of itinerant instructors. State and federal funds have been instrumental in bringing adult distributive education to small communities.

*274 IMPROVING THE TEACHING AND LEARNING PROCESS FOR SUPERVISORS IN THE WEST PENN POWER COMPANY. Godown, George Theodore. Columbia University. Ed.D. 111 p., 1956.

Designed to formulate and initiate a training program to improve utility company supervisors' teaching and learning skills, the study tested the hypothesis that supervisors who actively participated in the planning, operation, and evaluation phases of a training program will have a learning experience that will enable them to conduct their own staff meetings more effectively. Most of the 81 participating supervisors found the program very helpful in general; felt they had improved their understanding of human relations; had felt entirely free to ask questions or offer comments; had enjoyed being active participants; thought they could almost certainly use a number of the ideas and principles learned; found the program helpful in changing self-perceptions; found it almost always interesting; approved of the presentation (audiovisual aids, demonstrations, etc.); felt they had learned more than in previous training; rated the meetings either good or excellent; and would attend future such training on their own. Thus, findings tended to confirm the hypothesis and show that a stimulating learning climate can be created in an ongoing industrial setting.

*275 BASIC CONSIDERATIONS FOR DEVELOPING AN EXTENSION MARKETING PROGRAM IN THE WESTERN LIVESTOCK INDUSTRY. Taylor, Morris Harding. Wisconsin University. 58-7539. 368 p., 1958.

This study explored the economic characteristics of the western livestock market and related them to a proposed extension marketing program for the improvement in market position of livestock producers and in marketing efficiency. Structural and performance characteristics of firms and sections of trade were analyzed to ascertain the nature and extent of competition and the market behavior of firms in the trade. Structural patterns of the different sectors of the meat trade were compared to ascertain alternative methods which may be employed by livestock producers and their markets to bring about a more workable balance of power. The following were among the conclusions: (1) marketing of livestock has become increasingly decentralized; (2) packers, wholesalers, and retailers by contrast have shown tremendous growth during recent years both in size of operation and in market power; (3) producers of livestock and their markets must adopt some positive action designed to build market power; and (4) producers were urged to build a large centralized regional livestock marketing co-operative as pivot point in solution of this "power" problem.

*276 INITIATING A WORK-STUDY PROGRAM IN FAIRLEIGH DICKINSON COLLEGE IN COOPERATION WITH INDUSTRY. Black, Clair W. Columbia University. Ed.D. 129 p., 1955.

Since lack of money forces many students to attend community college and hold part-time jobs which may interfere with studies, it was hoped that a pilot cooperative plan by the Department of Science and Engineering, Fairleigh Dickinson College, might help such students solve their financial problems and acquire a better education through work experience than would have been possible without it. A literature review was followed by a questionnaire survey of day and evening students as to previous work experience, the nature and extent of employment outside school, effects of work and study on each other, and attitudes toward the idea of a work-study program. Representatives of industry helped set up a program in industrial management using the "Four Quarter" plan (four semesters a year). Only superior students were admitted to the pilot program. While in industry, these students were assigned to increasingly difficult and responsible tasks correlating as nearly as possible with their classroom studies. The cooperative plan also called for a special industrial coordinator combining the functions of placement officer, student counselor, and liaison between the college and industry. (Scholarships or other financial support from participating companies might conceivably be expected.) It was recommended that an initial freshman class of 44 be admitted in September 1955.

*277 AN ANALYSIS OF SELECTED PROGRAM PLANNING PRINCIPLES OF THE ADULT PROGRAMS OF VOCATIONAL AGRICULTURE AND COOPERATIVE EXTENSION. Boyle, Patrick Gerald. Wisconsin University. 58-1888. 236 p., 1958.

This study identified and compared the degrees of acceptance of a set of eleven program planning principles among various groups concerned with the adult programs in Cooperative Extension (CES) and vocational agriculture; and the kinds of procedures these groups had for utilizing the principles. Attention was given to extent of use, degrees of helpfulness, level of importance, procedures which proved effective, and agreement among and within CES and vocational agriculture agencies. Interviews were held with teacher trainers, county Extension agents, CES specialists and supervisors, and high school vocational agriculture teachers, as well as with ordinary citizens. Based on findings of the study, two major recommendations were made: (1) supervisory and training personnel should encourage individuals employed at the local level to participate in an inservice training workshop on program planning; and (2) each agency should prepare a program brochure or series of brochures.

278 THE ORGANIZATION AND ADMINISTRATION OF A PUBLIC EMPLOYEE TRAINING PROGRAM. French, Robert Lewis. New York University. 63-5296. 257 p., 1962.

This study examines the hypothesis that the principles of public administration are as valid and valuable in administering such a large training program as they have been found to be in the administration of other governmental administrative functions. The hypothesis is tested by examining the public employee training program in New York State during the ten years of its operation. An initial problem is the over-all organizational placement of the training unit. Another question in training administration is its internal organization. Closely related to the organizational problem is the problem of recruitment. Training operations will continue to be measured against some type of performance standard and financed through some variation of the program or performance budget. This is an area where experience and information are unsatisfactory. The paucity of resources and personnel available to meet training needs in most public agencies necessitates a degree of centralization which is sometimes reluctantly accepted. A more generous use of outside training facilities would help meet training needs in most public organizations. This is usually prevented by a shortage of funds and by the difficulty of controlling outside training operations to insure that they meet the needs as seen by operating officials. More fruitful sources of assistance in training employees are the other staff services, particularly methods and procedures units and staff service units concerned with employee motivation and performance standards.

279 EXTENDING THE PRESENT EDUCATIONAL PROGRAM IN THE LITTLE KANAWHA REGIONAL AREA OF THE STATE OF WEST VIRGINIA TO MEET THE FURTHER NEEDS OF THE YOUTH AND ADULTS. Good, Ronald Eisen. Ohio State University. 59-2284. 374 p., 1953.

The study concerned itself with the development of a series of recommendations for a community college program in the Little Kanawha Regional area of the state of West Virginia. The replies of the seniors to a questionnaire indicated that 37.7 percent planned to attend college; 35.1 percent had other plans; and 17.2 percent were uncertain about the future. Their replies further showed that 78.4 percent were interested in the establishment of a community college. It was estimated that the total regular thirteenth and fourteenth grades; community-college student potential population in the area in 1965 will be approximately 2,000. More than 47 percent of the parents who replied to the questionnaires planned for the seniors to attend college. Slightly more than 20 percent of the parents were interested in taking community-college courses. The adult community college potential student population was approximately 16,000. More than 87 percent of the farmers who replied to the questionnaires favored the establishment of a community-college program in the area. Almost 23 percent were interested in taking community-college courses. According to the estimates of the administrators an average of 20 percent of all high school graduates in the area attended college and an average of 48 percent were capable of attending.

*280 AN EVALUATION OF EXTENSION SERVICE WORKSHOPS ON SUPERVISION: A REPORT OF A TYPE C PROJECT. Gerard, Grace Bryan. Columbia University. Ed.D. 158 p., 1950.

A study was made of four regional workshops on supervision conducted by the Extension Service of the U.S. Department of Agriculutre. Features selected as essential for the workshops included: participants should select and study problems vital to them; they should help plan program, the ultimate aim of which should be to improve and change educational practices. The program should include evaluation of individual progress, group productivity, and the effectiveness of the workshop method. Evaluation was based on information from the educational literature; the workshop reports, questionnaires from participants from one of the workshops, group consultants, and state Directors of Extension; and correspondence and interviews with some staff members. On the basis of findings, it was concluded that workshop outcomes are related to the types of personalities who attend them; if changed practices are wanted, then administrators should select participants who are ready for change. Because of the difficulty of advance selection of vital problems, this selection should best be left until participants arrive at the workshop. The workshop program should be planned cooperatively in order to meet the needs of the participants and to give them experience in the gorup planning process. The chief function of a workshop staff should be individual and group guidance. Evaluation should be continuous during a workshop to show up any inadequacies so that they may be improved before the end of the workshop. (The questionnaires used and a bibliography are included.)

*281 A STATUS STUDY OF PROGRAM DEVELOPMENT IN THE NEGRO DIVISIONS OF THE COOPERATIVE EXTENSION SERVICES OF TEN SOUTHERN STATES. Hill, William Bailey. Wisconsin University. 59-3196. 202 p., 1959.

This status study of program development in the Negro divisions of the Cooperative Extension Services of ten southern states focused on: (1) the status of Negroes; (2) program planning practices used in the Negro extension divisions; and (3) needs of Negro county extension agents for state staff help, training, and facilities. Data were collected, through mailed questionnaires, from the state leader for Negro work and from the Negro county agents in one-third of the counties in each of the ten southern states. Approximately one-fourth of the counties in five of the ten states had no long term county extension program plan. Most Negro and white program planning committees met separately to develop county extension programs and annual plans of work. In only six percent of the counties did Negro and white lay people meet jointly to plan extension programs. Nearly all of the counties had agricultural, home economics, and youth groups represented on the county program planning committee. Only 19 percent of the counties had civic groups, and only 45 percent had urban and rural non-farm interests represented on the committee. There was relatively little involvement of state staff and other agency personnel in analyzing data, determing priorities of problems and interests, and in helping to determine objectives and goals, in the counties.

*282 THE EFFECTS OF INVOLVEMENT ON THE PARTICIPATION IN COOPERATIVE EXTENSION PROGRAM PLANNING IN WAUPACA COUNTY, WISCONSIN. Lacy Micajah Pennington. Wisconsin University. 61-2962. 144 p., 1961.

The purposes of this study were to determine the effectiveness of involvement in the Cooperative Extension long-time program planning process in changing committee members' attitudes and knowledge and to identify personal characteristics of committee members that may be associated with their active participation in program planning. Twenty-eight program planning committee members involved in long-time planning in Waupaca County, Wisconsin, and a control group of an equal number comprised the sample. Each member of the committee was interviewed once before and once after intensive involvement in program planning. The changes in the committee members' attitudes and knowledge were compared to those of the control group whose members were interviewed at approximately the same time theirs were. Age, education, Extension involvement, participation in other organizations, attitude toward Extension, and knowledge of the Extension Service appeared to be directly related to program planning committee members' degree of participation. There was no apparent relationship between occupation and degree of participation. No changes in program planning committee members' attitudes toward the Extension Service, knowledge of Extension or knowledge of the county situation could be attributed to involvement in program planning when compared to the control group. Changes in attitudes, changes in knowledge, and satisfaction derived from involvement in program planning were not directly related to degree of participation of committee members.

*283 LONG-RANGE INTEGRATED PROGRAMMING FOR ADULT EDUCATION. Morrow, Evelyn R. University of Chicago. 213 p., 1957.

This study developed and tested a general procedure for long-range integrated programming in Cooperative Extension. The process was designed to provide a systematic method whereby both laymen and professionals could mobilize efforts and resources for a continuous program for improving agriculutre and homemaking, youth development, and the level of community life. A program for families in Clay County, Minnesota, was used to compare the traditional (short-range) approach and the experimental approach. Experimental procedures entailed (among other things) a fuller use of leaders and organized groups, and a wider cross-section of the population in terms of age, income, education, type of farming, and special interests. As predicted, the experimental method was more effective in bringing about greater lay participation at all levels of planning, and in helping participants develop an integrated educational program for living.

*284 A MANUAL FOR THE ORGANIZATION SUPERVISION AND ADMINISTRATION OF INFORMAL ADULT EDUCATION CENTERS SPONSORED BY THE BOARD OF EDUCATION OF THE CITY OF NEW YORK. Silverman, Sidney. New York University. Ed.D. 59-1036. 264 p., 1958.

A manual for the organization, supervision, and administration of informal adult education centers sponsored by the Board of Education of the city of New York, was the focus of this study. A questionnaire was prepared to determine the topics teachers, principals, and leaders of adult education thought the manual should contain. A comparison of their responses was made in order to determine the topics about which there was agreement for inclusion in the manual. Their suggestions were also compared with the content of the publications produced by the large cities. Under the heading of organization were found such topics as the organization of a lay advisory council, the role of the Director of the Bureau of Community Education, the role of the Director of the Bureau of Community Education, the role of the teacher of adults, the methods of determining needs and interests of adults, the preparation of a schedule of classes, and the financing of the adult education program and the adult student council. Under supervision it was deemed necessary to consider the selection of the teaching staff, the psychology of adult learning, and the methods of teaching adults. Under administration it was suggested that the manual deal with the administrative office, registration, budget and finance, salary and payroll, bookkeeping, supplies and equipment, records, reports, forms, special administrative concerns, public relations, and program evaluation.

*285 A CASE STUDY OF THE FACTORS CONTRIBUTING TO A CONTINUING EDUCATIONAL

PROGRAM FOR ADULTS IN THREE WEST TEXAS URBAN COMMUNITIES. Peters, Gerald H. Texas Technological College. Ed.D. 141 p., 1958.

The main purpose of this study was to provide information which may be used by professional adult education personnel for planning the organizing programs in continuing adult education. The study was limited to three West Texas communities in the Texas Panhandle, in 1957. To select interview prospects, the managers of the local gas companies were asked to give names of household users of natural gas. Seventy-five of these individuals were interviewed. The similar and diverse characteristics of each of the communities were considered as a basis for the comparison of factors affecting adult education programs. The data revealed that 65 percent of the persons interviewed were born in Texas. Of those adults who had migrated to the communities, more than 90 percent were born west of the Mississippi River. The median number of years residence varied from four to 1.8 years in the three communities. There was a difference of $1,200 between the community with highest and the one with lowest income. The most important organizations in the communities were the ones with which the people had most contact. Rated in the order listed were religious, educational, and civic club organizations.

286 AN ADULT EDUCATION PROGRAM FOR ORISSA, INDIA. Osgood, William Cyril. Oregon State College. Ed.D. 379 p., 1947.

This study investigated the overall educational needs of Orissa in the light of her intense current problems; suggested definite goals and areas of study, and proposed methods or approaches for reaching the people and enlisting their cooperation. Attention was given to the socioeconomic background of the Oriya people; their problems of disease, malnutrition, poverty, and caste; recent governmental and Christian mission studies in Indian educational needs and methods; selected experiments in encouraging self-help and rural development in Greece, Mexico, Africa, and elsewhere; and various types of American endeavors (Cooperative Extension, church leadership education, workers' education, etc.) meeting needs similar to those described above. The author outlined eleven areas of concern: (1) agriculture; (2) homemaking education; (3) health education; (4) handicrafts and other forms of economic development; (5) community organization, group work, and other forms of cooperation; (6) religion; (7) recreation and leisure; (8) literacy; (9) general education and citizenship; (10) leadership training; (11) creation of an organization for survey, research, and evaluation. Detailed guidelines on organization and financing were offered.

*287 AN APPRAISAL OF LONG-TIME COOPERATIVE EXTENSION PROGRAM PLANNING IN WAUPACA COUNTY, WISCONSIN. Norby, Oscar Woodrow. Wisconsin University. 61-1545. 236 p., 1961.

The major purpose of the study was to provide information that would be helpful to Cooperative Extension workers planning county programs. Systematic observations were made of county committee and trade area committee meetings during the six-month period from November, 1959 through April, 1960. Formal portion of the meetings were tape recorded, transcribed, and analyzed for subject matter content. Initial and follow-up questionnaires were administered to Program Planning Committee members. Short questionnaires were used following committee meetings to help appriase the meetings. Attitudes of existing Extension planning groups and representatives of related agencies were judged to be favorable to long-time planning. However, knowledge and suggestions of representatives of the groups were involved to only a limited extent. Individuals on the County Programs Planning Committee and the trade area committees were not involved intensively enough in the planning. County Extension agents were intensively involved throughout the planning process, but not enough use was made of available resource persons in planning the program. County Committee members were given special orientation for program planning. They were not given sufficient opportunity to delve into the specific program areas considered by subcommittees. Needs and interests of the people, applicable factual information, and available human and material resources were considered in planning the program, but only to a limited degree.

*288 A STUDY OF THE PATTERNS OF ADULT EDUCATION IN SELECTED NEGRO CHURCHES. Webster, Sherman N. Indiana University. Ed.D. 60-3017. 335 p., 1960.

Data for this study of program planning and selection of educational methods, goals, and topics in ten leading Negro Baptist churches in South Carolina were obtained by direct observation and questionnaires filled out by representatives of adult education organizations. It was concluded that (1) there is no standard adult leadership training program in the ten churches, (2) group discussion is not likely to be used extensively for learning and decision making as long as it is understood to be a form of argument and debate, (3) educational needs and interests of group members are not being met, and (4) group members will accelerate educational growth by becoming increasingly responsible for their educational programs, reducing external control. It was recommended that national and state organizations employ at least one person, trained in general adult education, as director of adult education activities, that churches establish educational qualifications for adult leaders, and that a study be made of the extent to which the educational needs of the members are being met under the present educational program.

289 THE RELATION BETWEEN SELECTED WOMEN'S KNOWLEDGE AND USE OF CONSUMER CREDIT: A BASIS FOR ADULT EDUCATION PROGRAM PLANNING. Spitze, Hazel Taylor. University of Tennessee. Ed.D. 61-4673. 1961.

290 THE PLANNING AND INTRODUCTION OF A REVISED CURRICULUM FOR THE ADULT SCHOOL IN LONG BEACH, NEW YORK. Gordon, Hyman. Columbia University. 1960.

291 A PILOT STUDY OF THE PRINCIPLES FOR A GRADUATE PROGRAM OF TRAINING IN COLLEGE AND UNIVERSITY PLANNING AND DEVELOPMENT. Weston, Peter Woodbury. Indiana University. Ed.D. 62-5800. 1962.

292 A PLAN FOR MEETING THE POST HIGH SCHOOL EDUCATIONAL NEEDS OF OLDER YOUTH IN ROCKLAND COUNTY. Rounds, Lester E. Columbia University. Ed.D. 1954.

1510 Assessing Educational Needs

*293 A PLAN FOR A CONFERENCE SERVICE BUREAU AT VIRGINIA STATE COLLEGE, PETERSBURG, VIRGINIA. Madden, Samuel Alfred. Columbia University. Ed.D. 133 p., 1953.

Virginia State College has made its campus and facilities available to organizations in the state for conferences and meetings throughout its history. In this regard, its leaders have professed a philosophy of service to the Negro citizens of Virginia so that today (1953) over ten thousand persons annually participate in educational conferences sponsored by the college. However, administrative planning, provisions, facilites, and personnel have been insufficient to insure the college's full contribution to these events. Its proper role in this regard may not have been fully appreciated. Moreover, changing conditions may increase the demand for services to conferences and groups, with a resulting conflict over use of existing facilities, unless appropriate steps are taken. Accordingly, this study proposed the creation at Virginia State College of a conference center and an administrative plan for more effective use of the college's resources in meeting its responsibility and opportunity for service to conferees. The proposed Conference Service Bureau would help the college embrace more completely an emerging concept of higher education in a democracy.

*294 AN ANALYSIS OF EXTENSION PROGRAM PROJECTION PROCEDURES USED BY NEGRO COUNTY AGENTS IN ALABAMA. Williams, Cornelius Arnett. Cornell University. Ed.D. 62-5838. 195 p., 1962.

The purpose of this study was to analyze the program projection procedures used by Negro county agents in Alabama. Respondents consisted of the total population of thirty-five Negro county agents. Data were collected through pretested interview schedules. Responses were first analyzed as a total unit and then selected responses were further related to age, tenure, education, and special training in program building. The following were among the major finding: (1) Negro county agents did not understand clearly the broader concept of program projection emphasized in the Extension Service; (2) program projection, or long-term planning, was emphasized only to a limited extent by county agents; (3) in program projection, procedures used by the agents reflected a need for more formal training in extension education, particularly in program building; (4) representatives of relevant groups and social systems were not systematically involved in program projection; (5) the characteristics of age, tenure, educational level and special training in program building appeared to be significantly related to the concepts held, procedures used, and the involvement of people in program projection; and (6) agents less than 45 years of age with twelve years or more of service who earned the master's degree reflected the broader concept of the program projection process.

295 A SURVEY TO DETERMINE THE POST SECONDARY NEEDS OF YOUTH AND ADULTS IN SUMMIT COUNTY AND PROPOSALS FOR MEETING THESE NEEDS. Brown, Robert Simeon. Ohio State University. 59-6624. 263 p., 1954.

High school seniors, parents, and administrators were surveyed by questionnaire to discover the further educational needs of Summit County, Ohio. Great interest was shown in general education courses by all seniors, and for free local community college by the 24 percent of seniors who were not planning to attend a four year college. Courses in business, trades, and professions were requested. Parents of seniors who were not attending college desired more school work for them and were interested in a local community college rather than the community college at Akron University. The majority of administrators felt that the present secondary program did not provide sufficient training for modern youth, and that the terminal program was the most desirable for a community college. Administrators also felt that adults would be interested in a terminal community college program as there was a considerable lack of adult education programs. There was apparent need for broad course offerings in areas of general education and for weekly, semimonthly or monthly forums to serve the needs of youth and adults. A recommended community-college law for Ohio was formulated on the basis of the tabulated data.

*296 THE PROFESSIONAL NEEDS OF COSTA RICAN EXTENSION WORKERS. del Rio Sepulveda, Fernando. Cornell University. Ed.D. 58-5584. 277 p., 1958.

To determine the professional needs of the Costa Rican extension workers and to identify principles or guidelines which might be used in developing extension training programs, a researcher administered a questionnaire to 64 extension workers. The questionnaire which included inventories on personal characteristics as well as on problems was pre-tested for validation; reliability was determined by the re-test technique. Three broad categories--professional, educational, and specific subject matter-- were used. Extension workers believed that the curricula of some schools should be supplemented; and some courses should be modified and some added. They favored longer induction training periods; short courses (either national or international) for inservice training; and specialization in crops and livestock for graduate studies. Experience, position, origin and professional preparation influenced appreciably the degree of need felt by the extension workers. Club assistants felt a higher degree of need for training in subject matter. Agricultural agents, assistant agents and field assistants felt consistently more need for training in subject matter of a teaching nature than of a technical nature. One of the many recommendations was that training programs should include items of a technical and teaching nature.

*297 A SURVEY OF THE CITIZENS AND CIVIC LEADERS OF SELECTED MICHIGAN COMMUNITIES TO DETERMINE NEED, INTERESTS, AND MOTIVES RELATED TO ADULT EDUCATION. Evans, Helen Marie. Michigan State University. 58-2322. 227 p., 1957.

The citizens and civic leaders of selected Michigan Communities were surveyed to determine need, interests, and motives related to adult education. Investigation was made to determine the preference for 21 non-vocational subjects versus 21 vocational or business subjects. Need for adult education was felt in a suburb which had few clubs and organizations and which tried to centralize its activities to maintain links with the adjacent city. Interests were related to homemaking, recreation, personality development and understanding, economy of money, home beautification, creative arts, and business and commerce. The motive given first place by women of all communities was "to learn to make myself interesting to others". Men gained satisfaction from courses which aided professional and economic advancement, social companionship, the development of knowledge and skills, keeping up with the fast-moving technological world, and making up for lost opportunity. Women stressed development of knowledge, skills, and social dimensions. Civic leaders saw need for integration and coordination to raise the quality of the programs. They cited as areas of need: leadership training, creative arts, community planning, home landscaping, training in business and salesmanship.

298 AN INVESTIGATION OF ADULT EDUCATION NEEDS IN TOPEKA. Graves, Perdue Brook. Kansas University. Ed.D. 150 p., 1949.

The purpose of this study was to ascertain the adult educational needs and interests of the people whom the writer would serve through adult education. A questionnaire that would give information on certain questions in the field of adult education from a select group of adults living in the city of Topeka, Kansas, was administered to the parents of the 1947 high school sophomore class. The questionnaire was organized to obtain information on the following phases: education completed, educational and recreational activities in which they were participating, suggestions for future modifications of these activities, occupation, any training needed in connection with their occupations and what feelings they had regarding the value of a high school education. The study revealed the following: (1) the six districts showed marked differences as to the education and occupations of their populations; (2) districts with a population that had the greatest number of years in school attendance also had the greatest number of people in more remunerative occupations; (3) participation in educational and recreational activities, in general, was not high; (4) the questionnaire revealed that a larger percentage of respondents with more education participated in the educational activities than did those with less education; and (5) there seemed to be a definite relationship between years of schooling completed and the suggestions which were made concerning educational courses for adults.

299 A STUDY OF PARTICIPANT INTEREST AND ABILITY IN ADULT GENERAL EDUCATION PROGRAMS OF IOWA. Davies, John Leonard. Iowa State University. 235 p., 1949.

In an effort to discover areas of study of greatest interest in 40 adult general education schools across Iowa, the study investigated expressed interest in specific topics and subject matter, motives that stimulate attendance, preferred administrative patterns, attitudes toward reading, and amounts of time spent reading. A normative survey, using a group-interview questionnaire, was conducted to describe existing conditions and ascertain what conditions or practices might be considered typical or normal. Interests of participants and nonparticipants were analyzed by intelligence quotient and such other personal characteristics as age, sex, occupation, education, and income. Some major findings and conclusions were: (1) those attending the general education schools represented all age categories, the majority being between 30 and 50; (2) more women than men (a ratio of over 3:2), and more married than single people, participated in such programs; (3) participants represented a stable population in that over half had been in their present occupations ten years or longer; (4) the adult schools were drawing farm, business, and professional people, but relatively few clerical, skilled, and semiskilled workers; (5) over half the participants fell within the middle-income group ($2-5,000 net annual income); (6) relatively well-educated people were more likely to participate; (7) Family Living, Interior Decorating, Personality, and Current Affairs were the areas of greatest interest.

*300 A STUDY OF THE EFFECTIVENESS OF THE OFFICE TRAINING PROGRAM AT FLINT COMMUNITY JUNIOR COLLEGE AS RELATED TO THE EMPLOYMENT NEEDS OF FORMER STUDENTS. Williams, Ferne. Michigan State University. 61-1204. 157 p., 1960.

This study was concerned with an appraisal of the effectiveness of the office training of students at Flint Community Junior College as related to job expectancy of students versus employment realities. This was done through comparing: (1) the job expectancy of 220 students on the program realities found on jobs by a similar number of former students who were employed, in terms of vocational and basic skills and personal qualities, and (2) the training given students and the training expected by employers in terms of criteria used. The questionnaire was used to collect data from all three groups, supplemented by interviews with directors of office personnel in some of the large industries. From the data gathered, it appeared that students, employees, and employers agreed on the knowledges and skills commonly used in office occupations, together with personal factors which contribute to success on a job. Inadequacies and deficiences which warranted some revision of then existing practices were reported. The findings suggested that, among students, there was some lack of understanding of the types of job opportunities which were available in the area and the subjects which would best prepare them for the kinds of jobs they hoped to secure.

*301 EXPERIENCES OF BEGINNING COOPERATIVE EXTENSION AGENTS AND THEIR IMPLICATIONS FOR AN INDUCTION TRAINING PROGRAM. Coffindaffer, Billy Lee. Wisconsin University. 61-3091. 142 p., 1961.

This study surveyed work experiences and training of 134 Cooperative Extension (CES) county, 4-H, and home demonstration agents in ten northeastern states during their first year of CES employment. Work experiences (including performance and degree of difficulty) were analyzed in terms of tasks in program planning, leadership development, Extension teaching methods, group organization, agent responsibilities and functions, office management, communications, and public relations. Training experiences in previous employment, in school, and during the first year of service, were examined. These were among the findings: most agents performed in all eight areas, and many encountered difficulties; relatively few agents indicated having performed their tasks poorly; self-evaluations of performance were associated with the level of difficulty experiences; about half those performing the tasks said they had received training; the largest proportion of agents had been trained within the CED; training tended to be positive related to perceived performance, and negatively related to difficulty. Many agents felt that, during the first month, new CES workers should be trained in agent responsibility and functions and in office management, followed by other induction training later in the first year.

*302 A STUDY OF PARENT-IDENTIFIED NEED FOR EDUCATION AND HELP WITH FAMILY LIFE PROBLEMS. Hale, Clara B. California University (Los Angeles). Ed.D. 141 p., 1954.

By posing three questions the researcher secured from 145 parents a census of family-life problems with which they felt they needed education and help. The questions were: What problem in your family gives you most concern? With whom do you frequently discuss most of your problems? What kind of help do you think would be most useful to you in solving your family problems? Three groups completed a rating sheet and answered the questions on the questionnaire. At regular evening meetings of their groups they were given the forms to be completed and returned later. The members of a fourth group gave their responses during individual counseling interviews of approximately one hour. Data from counseling interviews and questionnaires revealed that: (1) problems were primarily concerned with personal adjustment of parents and children; (2) most members of this group turned to their marraige partner for advice and help; (3) most wanted professional help with their family-life problems. Parents in counseling interviews identified about four times as many family-life problems as those who completed the question and rating sheet. It was concluded that the individual parent could be effectively assisted to handle family-life problems through: (1) parent-centered class work; (2) group therapy of very small parent group work; and (3) individual general clinical counseling.

*303 AN ANALYSIS OF TRAINING NEEDS OF COUNTY EXTENSION AGENTS IN OHIO. McCormick, Robert William. Wisconsin University. 59-1174. 255 p., 1959.

Two general purposes of this study were to: (1) analyze the training needs of county Extension agents in Ohio, and (2) develop procedures and questionnaires which would be useful in securing the self-expressed needs of county agents relative to training. Nine areas of competency, identified by the National Task Force on In-Service Training formed the framework for this study. Data were collected by group interviews in the summer of 1958 from the 241 county extension agents in Ohio. The following were among the conclusions: (1) the Ohio Extension Service has selected its personnel most heavily from the undergraduate areas of agricultural and home economics education; (2) sixteen percent of the Ohio agents had earned master's degrees; (3) eighty percent of the Ohio agents perceived their role as that of an educator; (4) supervisors had a tendency to rate the job performance of Extension agents higher than was objectively true; (5) it was unnecessary for an Ohio agent to perceive his role as educational in order to receive the highest job performance rating from his supervisor; (6) undergraduate training in agricultural or home economics education increased the probability of an agent perceiving his role as educational during his first year of service; (7) graduate training increased the probability of an agent perceiving his role as that of an educator; (8) agents with five to twenty years of tenure were more likely to perceive their professional role as educational than agents in other groups; and (9) the rank order of the areas of competency needed as judged by the agents was: program planning and development, effective thinking, communication, technical knowledge, human development research and evaluation.

*304 THE EXPRESSED RELIGIOUS EDUCATION NEEDS OF ADULTS OF TWO CONTRASTING EDUCATIONAL LEVELS, WITH THE TEACHERS' PERCEPTIONS OF THEIR EXPRESSIONS OF NEEDS. Loessner, Ernest J. Indiana University. 62-194. 193 p., 1961.

Sixty Southern Baptist Sunday School members, between 30 and 60 years, were studied as to their needs, extent of similar religious education needs at two educational levels, and recognition of these needs by their teachers. The sample was divided into a lower educational level and upper level. An autocratic, content centered teaching technique was used, in which there was a lack of freedom of expression, and involvement of adult students. Teachers were not involved with class members informally outside of class, were not aware of members' needs, and did not feel it important to know them. There was no attempt to relate the Bible lessons to daily lives. A check list questionnaire and personal interview identified needs, attitudes, and value of Sunday school participation and teachers. It was found that the different educational backgrounds did influence the kinds of needs and importance placed on them. The lower educational level participants did indicate a greater involvement of their teacher in their lives and teacher awareness of student needs. It was concluded that the creative aspects of education and individual differences were ignored and religious needs of adults were not met.

*305 THE RESPONSIBILITY OF THE STATE OF VERMONT FOR ADULT EDUCATION. LeBaron, Helen Renwick. Chicago University. T 498. 171 p., 1946.

As a means of determining the educational needs of adults an analysis of the social and economic data pertaining to Vermont, its people, and their way of life, was made. The data studied were related to population, wealth and income, employment, agriculture, industries, housing, educational and cultural resources, and health. The data revealed: a low per capita income, 53 percent of individuals over age 25 with eight years or less education, ineffective participation in community affairs, a rapid rise in the number of divorces, and the farming of unsuitable land. Houses were not crowded but needed repair. Vermont had had the highest death rate in the nation in the 20 years preceding 1946. Training of the citizens was needed to foster their intelligent participation in matters pertaining to elementary and secondary education, health care, and the proper use of farm lands. It was recommended that classes be provided in ten existing industrial centers, and opportunities for training electricians and plumbers to serve in the rural areas. Educational preparation before marriage seemed to have been indicated by the rising divorce rates. Examination of the existing opportunities revealed them to be very inadequate.

306 EDUCATIONAL NEEDS OF PROSPECTIVE HOME OWNERS CONCERNING THE ACQUISITION AND OWNERSHIP OF A HOUSE. VandeBerg, Loyd Wallace. University of Missouri. Ed.D. 115 p., 1955.

Using questionnaire data from 424 homeowners and 76 specialists (architects, building contractors, real-estate dealers) in the state of Washington, the author surveyed prospective homeowners' educational needs concerning the selection, purchase, construction, maintenance, and repair of a house. Homeowners and specialists closely agreed on items of information needed by prospective owners. A four-fifths majority of both groups indicated that prospective homeowners should know these five things. A 51% majority of homeowners expressed a desire to know more about these items. Recommendations by respondents favored community educational programs in home acquisition and ownership. Although a majority of respondents felt that high school students were ready for such courses, the vast majority (91% of homeowners and 89% of specialists) placed greatest emphasis on adult needs in their communities. Some implications were: (1) appropriate courses should be provided in high schools, extension departments, teacher-training programs, and schools teaching architecture, engineering, and business and economics; (2) regardless of course level or sponsorship, classroom teachers should have the cooperation and professional help of architects, realtors, contractors, lawyers, and bankers; (3) adult evening courses in home acquisition and ownership should be offered annually, preferably in the winter or spring.

*307 DETERMINING COMMUNITY NEEDS FOR ADULT EDUCATION. Mack, John Archibald. Cornell University. Ed.D. 226 p., 1951.

This study analyzed the educational interests of 800 adults in the Ithaca High School area in terms of age, sex, education, marital status, occupational background, employment status, number and ages of children, attendance and enrollment figures since 1934 in the Ithaca Evening High School, and opinions on scheduling (desired time of day and year). It experimented with community organization meetings as a means of sampling educational interests, and tried to assess educational needs as well as expressed desires. The history of adult education in Ithaca since 1934 was also reviewed. Some major findings were: (1) women's educational interests were somewhat less widely distributed than men's interests; (2) men and women showed relatively similar interest in learning about home and family problems in which they shared responsibilities; (3) women showed greater total interest in learning than men did; (4) older people showed less educational interest than younger people; (5) persons with more formal education were more interested in learning; (6) men and women aged 30-49 comprised the age group most interested in learning; (7) persons who had previously attended night school apparently had been able to use their knowledge either vocationally or avocationally.

*308 INTERESTS OF 12TH-GRADE PUPILS AS A BASIS FOR PROVIDING CONTINUING EDUCATION IN ERIE COUNTY, NEW YORK. Minich, Carl E. University of Buffalo. Ed.D. 185 p., 1953.

Part of a larger research project (the Erie County Vocational Survey), this study investigated the expressed needs and desires of high-school seniors for vocational education, the need of Erie County business and industry for vocationally trained persons, and needed extensions of vocational education. Interests and occupational choices were surveyed. (Boys planning to enter the labor market favored skilled, professional, and managerial occupations; girls overwhelmingly favored clerical occupations.) School locations, willingness to travel to classes, and other mobility factors were covered, followed by specific educational interests of those who would continue their education while employed full-time. Business subjects, mathematics, and mechanical drawing were the leading areas of interest for this group; recreation and health led the list for respondents as a whole. Geographical location, potential mobility of vocational students, the role of parental advice in occupational decisions, and certain other factors show that community as well as student interests should be weighed in considering type and location of programs.

*309 THE EDUCATIONAL NEEDS OF 1946 AND 1949 HIGH SCHOOL GRADUATES IN TWELVE SELECTED IOWA COUNTIES. Minnis, Roy Barker. Iowa State University. 12,636. 301 p., 1954.

To determine the educational needs of 1946 and 1949 high school graduates in twelve selected Iowa counties, a sample of 1100 graduates were randomly selected for interviewing, their addresses checked for availability, and junior college and college two-man interview teams trained to interview the graduates in their own communities. The principal findings were: persons with some college training were more willing to tell their educational needs; the needs of those with college experience were closely related to general requirements in liberal arts colleges; those without college favored vocational and recreational programs; the expressed needs changed greatly within the first few years after graduation; the availability of publicly supported higher education meant significantly higher percentages of the graduates who sought collegiate training; the size and importance of the high school influenced the needs of the graduates, their probability of attending college, and their reasons for attending; the public junior colleges drew only small percentages of their students from outside local districts; young adults did not attend adult evening classes; cost of education and lack of college facilities were the main reasons young adults gave for not attending college; colleges were attended because of prestige; and transfers between colleges were made because of inadequacy of the courses at the first college and the need to consider a less costly institution.

*310 A STUDY OF THE NEEDS OF SELECTED TRAINING DIRECTORS IN PENNSYLVANIA WHICH MIGHT BE MET BY PROFESSIONAL EDUCATION INSTITUTIONS. Nadler, Leonard. Columbia University. Ed.D. 63-3766. 316 p., 1962.

This study was concerned with tasks and competencies required of a group of training directors employed by the Commonwealth of Pennsylvania. These requirements were explored in terms of expected duties (according to job descriptions), actual performance as determined by reports and observation, and ideal performance. Personal interviews were held. Facilities and finance, personnel development, training operations, and information dissemination concerning training planned and accomplished, represented the kinds of tasks performed. To accomplish such tasks, knowledge was needed in administration, education, measurement and evaluation, human behavior, communications, and agency programs and objectives. Most of the above needs can be met by professional educational institutions. However, training directors and professors of education must be brought together to consult with one another, further research is needed on existing and potential course offerings which would be significant for training directors, and exploration is needed to formulate programs in relation to degree and credit. Moreover, the potential capacity of other institutions of higher education to meet needs must also be probed.

311 IMPLICATIONS FOR ADULT EDUCATION DRAWN FROM A STUDY OF ADULT ROLE PERFORMANCE AND ASPIRATION. Orr, Betty E. University of Chicago. 264 p., 1958.

The author examined the relationship of individual and social needs to the purposes and programs of evening colleges, and the extent to which adults view education as a lifelong process. Role performance and aspirations of 60 Kansas City adults were analyzed by social class, then by age (young, middle, older) and by sex. Attention was focused on differences and similarities in role activity patterns between lower ("common man") and upper middle-class adults; their uses of leisure time (including reasons given for favorite activities); and the effect of personal aspirations and social expectations on performance of specific roles. Some important conclusions were:

(1) upper middle-class people show a wider range of involvement than the "common man" group; (2) adults of both classes tend to rate higher on home and family, work, and leisure roles than on civic, church, organizational, or friendship roles; (3) all groups were performing their family roles with at least average success; (4) the role of citizen received the least interest, time, and energy. Moreover, since most respondents did not view education as an obligation or a lifelong process, a great need was asserted for broadly based cooperation with community groups and agencies to involve adults in liberal continuing education.

*312 AN ANALYSIS OF EDUCATIONAL NEEDS OF ARKANSAS EXTENSION AGENTS. Price, Randel Keith. Wisconsin University. 60-1015. 199 p., 1960.

A 113-item questionnaire completed by 233 county agricultural extension agents supplied data for a study of educational interests in competency areas of--understanding social systems, program planning and development, understanding human development, extension organization and administration, the educational process, communications, effective thinking, research and evaluation, and technical knowledge. Data were analyzed for tenure groupings, classificaitons by job responsibilities, and agent evaluation records. Competencies considered important by more than 80% were abilities to analyze the county situation, to develop one's own leadership abilities, to identify leadership in the county, to organize effective program planning committees, to involve lay people in program development, to develop a long-term extension program, to identify problems and their priorities, to conduct effective farm and home visits, to use teaching methods effectively, and an understanding of the duties and responsibilities of the extension agent at the county level.

313 ADULT EDUCATION IN KENTUCKY. Travelstead, Chester Coleman. Kentucky University. 25,036. 434 p., 1950.

The objectives of this study were to: determine adult education needs in Kentucky; survey the outstanding programs of adult education in Kentucky; and make recommendations for needed expansion and changes in adult programs in order to meet needs not being met. The problems which revealed the need for adult education in Kentucky were those related to: general program changes, personal and family living, vocational requirements, the use of natural resources, public health and safety, economic status, civic responsibilities, and general culture and formal education. Many of the adult education programs conducted by local, state, and federal agencies in Kentucky were described and partially evaluated. The writer recommended that the State of Kentucky: (1) through a state council on adult education, coordinate the adult education programs within the state more effectively; (2) reorganize the Kentucky State Department of Education to include a division or bureau of adult education; (3) establish certain additional agencies and bureaux to facilitate a richer and more extensive program of adult education; (4) increase the Kentucky State Legislature's appropriations for adult education; and (5) encourage, at the local level, greater effort to meet the educational needs of adults.

314 A STUDY TO DETERMINE THE ADULT EDUCATION NEEDS OF PROVIDENCE, RHODE ISLAND. Wilkins, Ralph Wilfred. Boston University. Ed.D. 13,809. 200 p., 1955.

This was a study to determine the adult educational needs of Providence, Rhode Island. A random sampling of the city's adult population was made. Every 100th name was chosen from the city directory. The local chapter of the National Office Management Association served as the panel of experts selected to represent the businessmen of Providence. The following were among the conclusions: (1) the largest group of respondents were in the 26-50 age group which included 62 percent of the men and 56 percent of the women; (2) evenings were preferred for adult education activities by 75 percent of the adult education and 79 percent of the business respondents; (3) ninety percent of the respondents were in favor of making some contribution to the cost of adult education; (4) fifty-eight percent were willing to pay $1.00 or more per hour; (5) the adult education respondents indicated a need for a general education which would enrich life; the business and industrial respondents showed a preference for vocational education that would be of value in offices and factory supervisory positions; and (6) according to the sample, six percent of the Providence population wanted to participate in adult education activities.

*315 FINDING THE WAYS FOR EDUCATION WITH AGRICULTURAL MIGRATORY WORKERS IN THE ATLANTIC COAST STREAM. Davidson, Edmonia White. Columiba University. Ed.D. 228 p., 1958.

The author investigated the needs and goals of Negro agricultural migrants, the obstacles they encounter, and what education might do to improve their lot. Attention was focused on a single crew, particularly the inner core of households composed of families and relatives who are the more stable, efficient workers. Migrants' inability to use the community in solving their problems necessitated an educational program in which community residents and migrants worked together to utilize local resources for meeting migrant needs. Experimental educational programs were begun in the areas of basic education for the family's welfare, parent education related to local school programs, education in economic efficiency, education for mobility (including driver training), and development of problem-solving and communication skills. Varied methods, formal and informal, and mass communication techniques, were necessary. Materials geared to migrant culture, and techniques providing for immediate use of knowledge, were vital in helping to equip farm migrants to move toward higher levels of living. Free-time programs proved doubly valuable, and it was found that far more community resources could be mobilized in the future for migrant education. Recommendations were made to the Federal government on job information, adult education, and other services; and to the National Council of Churches for new forms of migrant ministry.

316 A STUDY OF THE INTERESTS AND NEED FOR ADULT EDUCATION, GREENSBORO NORTH CAROLINA. Love, Grady Edward. University of North Carolina. 180 p., 1957.

About 600 parents of white high school freshmen in Greensboro, North Carolina, were surveyed on personal data, educational activities, opinions of provision and administration of programs, and major areas of educational interest. (About 3,500 white adults were currently pursuing formal education in Greensboro.) Findings led to numerous conclusions: (1) About 22,000 white Greensboro adults would enroll in adult education if proper conditions prevailed; (2) Greensboro adults are not familiar enough with local educational opportunities; (3) local facilities for technical and trade education are too few; (4) there is no local organization to coordinate adult education programs; (5) Greensboro's adult programs must continue to widen the scope of their activities; (6) adult education must aid in the vocational training of thousands of Greensboro employees annually; (7) shortages of trained workers have impeded the influx of new industry; (8) housewives and mothers of school-age children need morning and early afternoon courses; (9) local course offerings must be expanded, especially in agriculture and home economics; (10) more funds are needed from sources other than tuition and fees; (11) adult programs should be numerous, varied, and more accessible.

317 EXTENDING EDUCATIONAL OPPORTUNITIES FOR THE YOUTH AND ADULTS OF ALABAMA THROUGH THE PUBLICLY-SUPPORTED COMMUNITY COLLEGE. Brannan, Eulie Ross. Auburn University. 60-2628. 356 p., 1960.

The purposes of this study were to: (1) determine the scope of need for extending educational opportunities for the youth and adults of Alabama; (2) recommend a legal framework that would provide for the establishment, support, and control of public community colleges; and (3) develop guidelines that would assist communities in setting up community colleges. A questionnaire was used to collect the data. It was concluded that: (1) Alabama should expand its facilities for high education from 60 to 70 percent beyond the capacity of 1960, by 1970, to meet the needs of youth for education beyond the secondary school; (2) automation and other technological advancements were increasing the demands for workers with additional preparation; (3) there was a growing interest among the high school seniors for post-high school training; (4) the three most important indicators of whether an Alabama senior would continue his education were reported high school grades, family income, and occupation of father; (5) lack of financial resources kept many of the most able youth of the state from continuing their education after high school graduation; (6) Alabama seniors were interested in community colleges; and (7) the best legislation for community colleges was general permissive legislation that would define the institution, set forth minimum requirements for establishment, provide adequate support, and provide for unified and union districts and for general supervision by the State Department of Education.

318 EDUCATIONAL NEEDS OF ADULT HIGH SCHOOL STUDENTS AS DETERMINED BY TESTS OF ACHIEVEMENT. Burchill, Jr., George W. Pennsylvania State University. Ed.D. 59-6764. 97 p., 1959.

The purpose of this study was to identify some of the educational needs of adult students enrolled in a high school graduation program of an adult high school. The investigation was based upon a comparison of the scores made by a selected group of adult high school students and the scores made by a selected group of regular high school students (enrolled in a similar course of study in the same public school system) on a battery of educational achievement tests. The tests selected were the Iowa Tests of Educational Development (Form Y-2M). According to the criteria established in this investigation the adult population, with the exception of the young male adult students, did not exhibit any educational deficiencies in their test performance. However, an interpretation of their test achievement as contrasted with the test achievement of the regular high school students might indicate the following educational needs: Adult high school students appear to require more advanced courses of study than those designed for regular high school students in the following subject or competency areas: a. Social Studies b. Reading Material in the Social Studies c. Literature d. Vocabulary Development. In the following areas, the educational needs of adult high school students are comparable to the educational needs of regular high school students: a. Natural Sciences b. English grammar c. Mathematics d. Reading Materials in the Natural Sciences e. Sources of Information. Exception: Young male adult high school students are less competent than are regular high school students in the following areas: a. Natural Sciences b. English grammer c. Reading in the Natural Sciences. Their educational needs are comparable to those of regular high school students in: a. Social Studies b. Mathematics c. Reading Materials in the Social Studies d. Literature e. Vocabulary f. Sources of Information.

319 THE RELATIONSHIP OF EMPLOYEES' PROBLEMS AND VARIOUS OTHER FACTORS TO INTEREST IN AN ADULT EDUCATION PROGRAM. Costin, Frank. University of Chicago. 296 p., 1948.

This study explored employees' interest in a company-sponsored after-hours adult education program as related to the number and kinds of problems expressed, the amount of concern shown, and expressed academic interest (i.e., in kinds of things usually taught in adult classes). Major hypotheses were: (1) interested and uninterested employees differ significantly in salary, occupation, marital and family status, age, sex, race, education, and verbal intelligence; (2) interested employees will single out more problems on a checklist; (3) they will also indicate more problems in eight specific categories; (4) uninterested employees will express significantly more concern in the ninth category ("Financial and Living Conditions"); (5) interested emplyees will indicate more "problems of most concern" in all categories combined; (6) they will also indicate more such problems in the first eight categories; (7) uninterested empoyees will underscore more "problems of most concern" in Category Nine; (8) interested empoyees will indicate more academic interests. Findings suggested that preoccupation with self, problems at home, and problems on the job, is especially cruicial in arousing interest in adult education.

320 A STUDY OF UPPER QUARTER HIGH SCHOOL GRADUATES FOR 1956 WHO DID NOT ENROLL IN COLLEGE FROM THREE COLORADO COUNTIES. Cass, Dal H. Colorado University 216 p., 1957.

321 AN INVESTIGATION OF THE TRAINING NEEDS OF LAY RELIGIOUS EDUCATORS IN CONSERVATIVE BAPTIST CHURCHES IN SOUTHERN MICHIGAN. Gillespie, David Ellis. Wayne State University. Ed.D. 386 p., 1960.

322 AN ANALYSIS OF THE FUNCTIONS AND TRAINING NEEDS OF INDUSTRIAL SUPERVISORS. Luff, Andrew Charles. Bradley University. Ed.D. 15336. 1955.

323 THE EDUCATIONAL NEEDS OF 1946 AND 1949 PAROCHIAL HIGH SCHOOL GRADUATES IN IOWA. McMahan, Frederick J. University of Iowa. 1952.

324 MANIFEST NEEDS IN SECONDARY TEACHERS, ACCOUNTANTS, AND MECHANICAL ENGINEERS: AN EXPLORATORY STUDY. Gray, James Terry. 106 p., 1962.

325 A STUDY OF THE EDUCATIONAL NEEDS OF THE EMPLOYEES OF THE WOOD-PRODUCTS INDUSTRIES IN FOURTEEN COUNTIES OF SOUTH CENTRAL MISSOURI. Hilterbrand, Luther Ray. Missouri University. Ed.D. 207 p., 1961.

326 EDUCATIONAL NEEDS AND INTERESTS OF PEOPLE CONCERNING THE SELECTION, OPERATION, AND CARE OF THE AUTOMOBILE. Rudiger, Elmer Robert. University of Missouri. Ed.D. 194 p., 1952.

327 TRAINING NEEDS OF GENERAL FOREMEN AS PERCEIVED BY SELF AND SUBORDINATES. Rosensteel, Richard K. Purdue University. 81 p., 1955.

328 PROPOSED NIGHT BUSINESS SCHOOL CURRICULA BASED UPON JOB REQUIREMENTS. Cagan, Milton. New York University. Ed.D. 58-5646. 1958.

1600 Recruitment of Participants

329 AN EXAMINATION OF ADULT EDUCATION IN VOCATIONAL AGRICULTURE IN THE UNITED STATES. Loreen, Carl Oscar. Minnesota University. 58-2156. 202 p., 1958.

The purpose of this study was to identify the factors which were associated with variations in enrollment in adult education in vocational agriculture and to explain the decline in adult class enrollment in recent years. A list of factors was developed from a review of related literature and research. Responses were secured from all of the twenty teacher trainers and twenty state supervisors of the states which were included in the study. The study also included 270 schools from which 244 teachers of vocational agriculture and 240 school administrators responded to questionnaires. Based upon an analysis of the data secured, the factors that seemed to be associated with the development of adult classes in agriculture were: 1. Teacher attitude 2. Training of the teacher 3. Teacher interest 4. Understanding and attitude of the school administrator 5. The attitudes of the teacher trainers 6. The attitude of the state supervisor 7. The local advisory council. It could not be concluded that the following were factors in the development of adult classes: 1. Teaching load 2. Teacher ability 3. Status of the teacher in the community 4. The State Plan for Vocational Education 5. The state reimbursement policy 6. School facilities. Some doubt about the importance of these two other factors remained: 1. Course Content-Method of determining 2. Precedent. Opinions gathered from jurors, teacher trainers, state supervisors, and school administrators placed considerable emphasis, as a group, on the teacher and his attitude, enthusiasm, interest, and ability as the factor which served to promote adult classes most. Collectively, jurors, teacher trainers, state supervisors, and school administrators placed the teachers' time, attitude, ability, and interest as a most important obstacle. From 1945 to 1950 there was a very rapid rise in the adult class enrollment in vocational agriculture. During the next five-year period, there was a decline in the total enrollment. In 1951 and 1952, there was a change by states in the way enrollment in adult classes was reported.

330 SOURCES OF INFORMATION REGARDING UNIVERSITY COLLEGE COURSES. Carmody,

William A. Southern California University. Ed.D. 59-3510. 285 p., 1959.

The purpose of this study was to determine the relative effectiveness of techniques in publicizing general liberal arts and science courses for non-degree-seeking students in University College, the University of Southern California night division. Data were gathered through the survey of: first-time enrollees, non-degree-seeking students, and students enrolled in the 1957 fall semester. It was concluded that: (1) Most of these students are influenced to enroll by night division publicity. Printed materials and persons are the most important sources of information. (2) The effectiveness of publicity is offset by reasons persons give for not enrolling. (3) The interest of prospects is considered in distibuting the *Bulletin of the University of Southern California* which is sent to individuals only upon request. (4) It is not productive to send "Announcements" to census tracts nor to send leaflets to apartment areas. (5) A publicity problem exists because so few persons are interested in the education under study and because publicity is geared to degree-seeking students. (6) It is not productive to ask for referrals.

1650 Selection, Prediction of Success

*331 PREDICTING ADMINISTRATIVE-SUPERVISORY EFFECTIVENESS IN SENIOR COUNTY AGRICULTURAL EXTENSION AGENTS. Bruce, Robert Lee. Cornell University. 63-742. 182 p., 1962.

A validation study was done on the usefulness of the Supervisory Practices Test, a management aptitude test, an advanced reading comprehension test, and other means of selecting Cooperative Extension Service (CES) supervisors. The study tested whether senior agricultural agents who are effective in administration and supervision will perform differently on the selection instruments, or be classified differently by other criteria, than less effective agents. Seventy-one CES agents in 11 states took the three formal tests; 64 others supplied certain biographical data. A criterion rating of the total group was obtained with a forced choice instrument completed by the respondent's immediate supervisors. Correlations between the criterion scores and other test scores were not significant. The background factors--undergraduate offices held, majors or minors in agricultural or extension education, undergraduate experience as a county agent trainee, age at appointment or promotion to senior agent, relevant past experience, and previous college or inservice training in administration or supervision--also proved insignificant.

332 THE MEASUREMENT AND PREDICTION OF SUCCESS IN GRADUATE SCHOOL. Besco,

Robert Orin. Purdue University. 60-4150. 100 p., 1960.

The author investigated how various criteria of academic and research performance correlated with scores on the Aptitude Test of the Graduate Record Examination (GRE). Subjects were 331 graduate students in the departments of Agronomy, Chemistry, Civil Engineering, Industrial Engineering, Pharmacy, Psychology, and Sociology. Criteria of success consisted of grade-point averages and faculty ratings. Paired comparisons and ratings were collected on knowledge of subject matter, imagination and originality, independence in work, motivation to succeed, ability to design and conduct research, overall performance, and readmission recommendation. It was concluded that, as measured by the methods and criteria noted above, overall graduate school performance is one-dimensional and the GRE Aptitude Test is useful in predicting such performance.

*333 A STUDY OF MEMBER CREDIT UNIONS OF THE MICHIGAN CREDIT UNION LEAGUE RELATING PARTICIPATION, COHESIVENESS, UNIFORMITY OF OPINIONS AND ATTITUDES, AND OTHER FACTORS TO CREDIT UNION SUCCESS. Hawley, John Babcock. Michigan University. 58-926. 153 p., 1957.

This study was designed to develop an index of credit union success, to select two groups of more or less successful credit unions in accordance with it, and then to examine the differences between these two groups. Criteria for judging credit union effectiveness, economic and otherwise, were isolated after study of credit union literature and conferences with credit union leaders. The most important of these criteria, selected by a qualified group of experts, were examined. The index was validated by correlating the global judgments by a group of credit union authorities and the index's rating of 43 credit unions. Statistical analysis, using a Pearson coefficient of correlation, revealed a positive relationship. Ten more successful and ten less successful credit unions were selected for further investigation in accordance with the index. In all measures of group participation at local, chapter, and state levels, the leaders of more successful credit unions exhibited a significantly higher degree of activity than did the less successful groups' leaders. Further, the leaders of the more successful credit unions exhibited a significantly higher degree of cohesiveness than did the leaders of the less successful credit unions. The leaders of the more successful groups also appeared to express a greater uniformity of opinions and attitudes on some matters relevant to credit union affairs. Little difference between the two groups of leaders existed in the degree of authoritatianism which they exhibited.

334 EARLY SCHOOL LEAVERS WHO RETURN TO CINCINNATI PUBLIC EVENING SCHOOLS. Reigel, Charles Edwin. Cincinnati University. Ed.D. 61-6,158. 366 p., 1960.

A study of Cincinnati Public School dropouts who returned to formal schooling in the Cincinnati Public Evening Schools sought to characterize these dropouts as revealed through interviews and school records, and to discover their reasons for withdrawing from day school and returning to evening classes. The Minnesota Scale for Parental Occupations was used to classify dropouts by social class. Findings included the following: almost 2/3 withdrew on reaching age 16; almost 3/5 withdrew during the school year; almost 40% were at least one grade behind; about 40% had intelligence quotients of 95 or over; pregnancy (cited by 46.2% of the girls) was the reason most often named for withdrawal; a majority of the dropouts favored night classes over day school classes and stated they were taking courses for vocational preparation. Retardation, excessive absences, regression in scholarship, failure, and lack of participation in extracurricular activities all appeared to characterize the dropouts; lower class dropouts were most likely to withdraw for personal reasons; and middle class dropouts were most likely to withdraw for school-related reasons and tended to enroll in night school sooner than lower class dropouts.

*335 A STUDY OF THE VALUE OF SELECTED TECHNICAL AGRICULTURAL TESTS AND CERTAIN AREAS OF COLLEGE TRAINING FOR PREDICTING SUCCESS OF TEACHERS OF VOCATIONAL AGRICULTURE. Sartor, Herman Wilmer. University of Wisconsin, 124 p., 1955.

The author assessed the value of selected technical agriculture tests (farm management, soils, swine, poultry) and of grade-point averages in predicting teacher performance in vocational agriculture. Teachers' academic background in technical agriculture, professional education, and basic science were considered, together with student teaching activities and overall academic achievement. Discrimination of items, test reliability, central tendency of test scores, and variability of scores, were used to evaluate the tests themselves. The tests were then rescored using only the items with high discrimination. The original tests proved more adequate for predicting teacher success than were the rescored tests. As for grade-point averages, only three out of five areas of college training were significantly related to overall teacher success (i.e., ratings by state supervisors, farmers, principals, and high school students). However, other significant relationships were noted between individual ratings and specific areas of training.

336 THE VALIDITY OF COUNSELORS' PREDICTIONS OF COLLEGE SUCCESS FOR VETERANS ENROLLED IN A SCHOOL OF BUSINESS ADMINISTRATION. Brackin, Walter Hannaum, Jr. Temple University. 139 p., 1954.

The author investigated the extent to which Veterans Administration (VA) counselors could predict the outcome of a veteran's college training in terms of success or failure; and the relationship between counselors' recommendations for veterans and the subsequent grade-point averages (GPA) of graduating veterans. Major criteria were the GPA, and the receipt of a baccalaureate degree versus being dropped for academic reasons. VA counselor recommendations were based on interpretations of test results, previous school records, and work experience, as well as more subjective data like strength of motivation, and a veteran's motives and personality. Some major findings were: (1) VA counselor recommendations were significant in predicting general outcomes of training; (2) scholastic aptitude, measured interests, general intelligence, clerical aptitude, collegiate scholastic record, reading proficiency, arithmetic achievement, and proficiency in English had significant predictive value; (3) one nonspecific determinant (counselor estimate of veteran's personality) was significantly related to success versus failure, but not as a predictor of GPA; (4) the VA counselors were highly successful in predicting success or failure, but unsuccessful in predicting GPA; (5) subsequent ratings by the author and a panel of judges were significant predictors of overall veteran success in college.

337 A STUDY OF CONTINUING AND NON-CONTINUING ADULT STUDENTS. Preston, James Madison. California University. Ed.D. CU 3505. 234 p., 1958.

The problem in this study was to determine the reasons why adult students dropped out and/or failed to re-enroll, and the extent and kinds of relationships which existed between the selected characteristics of adult students and the holding power of the adult centers in which the students were enrolled. Two sources of data were used: (1) the Berkeley Public School Survey of Adult Students and (2) the Follow-up Interview Schedule Differences in ages most clearly differentiated the continuing from the non-continuing students. It was concluded that: (1) age, along with its various concomitants, was one of the more important factors which determined the persistence of adult students in their classes at the three adult centers; (2) a gradual process of familiarization with the adult education program probably accounted for the re-enrollment of a portion of the returning students, since a considerable number of those enrolled had dropped out or terminated their classes previously; (3) students' place of residence and family income mattered less in terms of persistence in adult classes than their purpose in attending; (4) lack of familiarity with what adult education had to offer tended to lower persistence in adult classes; and (5) lack of individual attention appeared to affect the attendance in adult classes seriously.

338 A STUDY OF SELECTED CHARACTERISTICS OF THE DROP-OUTS AT DILLARD UNIVERSITY. Cope, William, Jr. Indiana University. Ed.D. 137 p., 1958.

339 SELECTION OF EXECUTIVES FOR A TRAINING PROGRAM. Gruenfeld, Leopold Wilheilm. Purdue University. 99 p., 1960.

340 A STUDY OF THE ADMISSION VARIABLES USED IN THE SELECTION OF CANDIDATES FOR THE DOCTORAL PROGRAM OF THE SCHOOL OF EDUCATION OF THE UNIVERSITY OF PITTSBURGH. Simkins, Stanton Wayne. Ed.D. 188 p., 1956.

341 PREDICTING SUCCESS FOR YOUNG EXECUTIVES FROM OBJECTIVE TEST SCORES AND PERSONAL DATA. Wagner, Edwin Eric. Temple University. 68 p., 1959.

342 A STUDY OF THE RELATIONSHIP OF EVALUATIVE ATTITUDES TO SCHOLASTIC ABILITY AND ACADEMIC ACHIEVEMENT. Ward, Paul Lewis. Ohio State University. 1959.

343 EARLY IDENTIFICATION OF POTENTIALLY SUCCESSFUL GRADUATE STUDENTS. Renick, Theodore Frederick. University of Illinois. Ed.D. 88 p., 1961.

344 AN INVESTIGATION OF THE RELATIONSHIP OF VALUE CLARIFICATION TO UNDER-ACHIEVEMENT AND CERTAIN OTHER BEHAVIORAL CHARACTERISTICS OF SELECTED COLLEGE STUDENTS. Lang, Melvin. New York University. Ed.D. 209 p., 1962.

345 RELATIONSHIPS AMONG CERTAIN VARIABLES ASSOCIATED WITH COLLEGE AND POST-COLLEGE SUCCESS. Mann, Sister M. Jacinta. University of Wisconsin. 175 p., 1958.

346 THE DEVELOPMENT OF STANDARDS FOR EVALUATING AN ADMISSIONS PROGRAM AND A PROPOSED INSTRUMENT FOR THE EVALUATION OF THE ADMISSIONS PROGRAM AT BALL STATE TEACHERS COLLEGE. Rowray, Richard Duane. Michican State University of Agriculture and Applied Science. Ed.D. 62-4458. 1962.

347 AN ANALYSIS OF INCENTIVES TO STIMULATE EDUCATORS GROWTH. Perlberg, Arye. Columbia University. 1958.

1700 Retention

*348 COMPLETION OF UNIVERSITY EXTENSION COURSES AS A FUNCTION OF INTELLIGENCE AND ANXIETY. Zahn, Jane Cordiner. University of California (Berkeley). 143 p., 1961.

This study investigated a few reasons why adult students drop out of university extension courses even after spending considerable money and attending several class sessions. It tested two assumptions: (1) some students have aspirations beyond their academic ability to do college-level work, or the time and energy available to them for effective study and learning; (2) noncompleters have an especially strong fear of failure relative to their need to achieve success. Students in twelve credit and ten noncredit liberal arts courses were tested for intelligence and anxiety. No significant differences emerged between intelligence scores or measured anxiety levels of completers and dropouts. However, low-ability students in credit courses dropped out more often than high-ability students, while the reverse was true for noncredit courses. Methodological, instructional, and motivational reasons were suggested for the unexpected findings.

349 DROP-OUTS IN THE EVENING ADULT SCHOOL. Dirks, Henry Bertram. University of Southern California. Ed.D. 327 p., 1955.

The study compared dropouts and persisters in the Los Angeles City evening adult schools, examined dropouts' expressed reasons (personal circumstances or dissatisfaction with school practices), compared their reasons with an evaluation of dropout reasons by 117 adult school professionals, and analyzed questionnaire responses by differing groups of dropouts. Principal findings: (1) dropouts tended to be younger, unsettled adults not owning their own homes, with more small children, than persisters; differed significantly in enrollment reasons; and rated teacher ability lower; (2) they mentioned out-of-school reasons more often than in-school reasons; (3) professionals tended to overestimate in-school reasons and underestimate out-of-school reasons; (4) dropouts who did not criticize the school tended to be homeowners; (5) critical dropouts who admitted earlier school failure generally gave more reasons for leaving than other dropouts; (6) teacher ratings differed significantly among the following categories: critical of school, not critical, and critical adults with earlier school failure. Recommendations were offered for closer consultation and student participation in course planning, improved placement and classroom techniques, greater provision for student-centered problem-solving activities, and special counseling for potential dropouts.

*350 THE IDENTIFICATION AND ANALYSIS OF THE FACTORS CONTRIBUTING TO THE DROP-OUT RATE AMONG PARTICIPANTS IN CLASSES OF THE LANSING ADULT SCHOOL PROGRAM. Ewigleben, Robert Leon. Michigan State University. Ed.D. 59-5610. 119 p., 1959.

This study was undertaken to identify and describe certain personal and social characteristics of those who dropped out of adult education classes and to ascertain those factors which contributed to the high dropout rate among the adult education participants. Official attendance records of the Lansing Public School Adult Program and personal interviews with 142 selected individuals who had dropped out during the 1957-1958 school year provided the data. The greatest dropout rate was in business education classes, and the lowest dropout rate was in art, craft, and hobby classes. The greatest enrollments and the most dropouts were found in Fall term classes. Sixty-nine percent of the study population were married, most of them with children. The dropouts were about 32 years of age, with 57 percent of them being high school graduates. The findings indicated that the younger participants had better educations than the general adult population. Illness and the availability of time were reasons mentioned by over 40 percent of the dropouts. Expense involved was not mentioned as a factor for dropping out, but teaching was mentioned most often by those who dropped out because of the program.

351 AN ANALYSIS OF SELECTED FACTORS OF INTERRUPTION OR PERSISTENCY IN ATTENDANCE IN THE COMMUNITY COLLEGE AT EVANSVILLE COLLEGE. Hartig, Marvin E. Indiana University. Ed.D. 63-2599. 141 p., 1962.

An investigation was undertaken to determine the reasons for the great student turnover in the Community College at Evansville College and to seek ways to reduce it. Four groups were selected from students in attendance during the 1960-61 school year--(1) those who did not return after a term, (2) those who withdrew during a term, (3) those in attendance three of the six previous terms, and (4) graduated students. Mailed questionnaires obtained data that were tested for significance by the Chi Square and T tests. About 40 percent of the students did not return after a term, or withdrew during a term, primarily because of work conflict and lack of time, but also because objectives had been met. Students who persisted in attendance sought degrees, and received more financial assistance and guidance. It was concluded that the great turnover in evening colleges is partly due to students meeting short range objectives. Those who persist in attendance have more clearly defined objectives, earn better grades, and are most frequently married. Counseling service for part-time evening students is desirable to help eliminate some student turnover.

352 A STUDY OF SELECTED CHARACTERISTICS OF THE MALE GRADUATES AND SCHOLASTIC DROP-OUTS OF THE 1951 FRESHMAN CLASS ENTERING STATE UNIVERSITY OF NEW YORK TEACHERS COLLEGE AT CORTLAND. Metzger, Stanley Miles. Syracuse University. Ed.D. 225 p., 1958.

353 THE PREPARATION OF THE MINISTER FOR COUNSELING. Bauder, George Emil. Stanford University. 153 p., 1956.

The purpose of this study of the function and training of the Protestant pastoral counselor and of the educational counselor was to identify (1) the relationships involved in pastoral and educational counseling, (2) the factors of both which may contribute toward the method and content of counselor training in each of these areas, (3) the factors of pastoral counseling which may be refined, and (4) the factors which may clarify the relationships between pastoral and educational counselors. Fifteen institutions offering pastoral counselor training were selected for the study on the basis of geographical distribution in the United States, accreditation, denominations, and racial representation. The data were obtained by letters, questionnaires, and personal interviews. The results suggested that the extreme variations in assumptions, principles, and objectives within these spheres of counseling may indicate inconsistencies in the field of pastoral counseling. The basic conclusion of this study is that the two roles of pastoral counseling and educational counseling have much in common, and that each can profit from communication with and understanding of the other.

354 AN EVALUATION OF ADULT GROUP GUIDANCE. Ballin, Marian Ruth. Stanford University. 54-2654. 176 p., 1954.

Research explored results of the Adult Counseling Service of Marina Adult School in San Francisco by appraising nine groups of clients (187 persons), completing the program during 1952-53. Changes in self concept in the areas of interest and aptitude were postulated. Self ratings were compared with objective test results, and examined for change in successive self ratings. A control period in which no counseling occurred was compared after the counseling series. Results of correlational data for objective test scores and self ratings suggest that self perceptions became increasingly realistic after counseling. These results are more consistent for interest than for aptitude, indicating that ego involvement factors render changes in self concepts of aptitude less likely than changes in ideas about interests. Clients tend to consider their personal adjustment improved during counseling which did not occur during the control interval. Perceived changes were predominately positive and persisted several months after the counseling series. The bibliography contains 531 references on adult and group guidance, and evaluation of guidance.

355 A STUDY OF COUNSELING VARIABLES DIFFERENTIATING REHABILITATED AND DISCONTINUED PUBLIC LAW 16 VETERANS. Bas, Robert Kemp. Southern California University. Ed.D. 418c. 385 p., 1956.

A study of counseling variables differentiating rehabilitated and discontinued Public Law 16 veterans, was done. A comparison on the basis of length of service showed that: (1) the rehabilitated group was slightly younger, with more dependents, higher educational level, and slightly superior intellectually to the discontinued sample; (2) they came from parents with a higher educational level and they were considerably more disabled than the discontinued sample. On the basis of number of dependents, the rehabilitated group had fewer dependents, more education before service, and a slightly higher intellectual level than the discontinued group. They were also rather severely disabled--considerably more so than the discontinued group. Only eleven veterans from the entire sample of 600 cases aspired to the semi-skilled level. The groups were quite similar in several respects. The outstanding difference was the educational level. The rehabilitated sample had an advantage of approximately two years more formal education than the discontinued group. They were superior intellectually, slightly younger, had more dependents, and a lower disability rating than the discontinued sample. In general, rehabilitated veterans had a higher pre-service educational level and were superior intellectually. A neuro-psychiatric disability rating seemed to be associated with discontinuance while disability ratings which physical in nature appeared to be associated with rehabilitation.

*356 A SUGGESTED ADVISORY PROGRAM FOR RURAL ITALY. DiFranco, Joseph. Columbia University. Ed.D. 121 p., 1958.

The author compared the origins and history of the Italian Advisory Service and of the United States Cooperative Extension Service; then discussed the needs and characteristics of the Italian rural population, the influence of church and government, the goals of Italian rural development and agricultural extension, the potential self-help role and responsibility of rural Italians, and proposals for a reorganized, streamlined Advisory Service more responsive to local conditions and cognizant of the importance of increased local initiative. These were some of the recommendations: (1) relieve the Provincial Inspectors of some of their regulatory and administrative chores; (2) improve coordination between field representatives of the educational services (Provincial Inspectorates), agricultural colleges (residential education programs), and agricultural experiment stations; (3) make the Advisory Service's national office the educational arm of the entire Ministry of Agriculture; (4) provide each province with an advisory agent representing the Ministry of Agriculture; (5) encourage key rural leaders to cooperate and work with the provincial advisors; (6) allocate to the Advisory Service a definite part of the educational funds from each Ministry of Agriculture department.

*357 A STUDY OF COUNSELING OPPORTUNITIES AVAILABLE TO ADULTS IN THE COLUMBUS, OHIO, AREA. Head, Wilson Adonijah. Ohio State University. 185 p., 1958.

The purposes of this study were to describe and evaluate the extent to which counseling services were available to adults in the Columbus area, and to ascertain, in the judgment of agency staff, the extent of unmet needs. Social and economic conditions which impose strains on the individual were analyzed; the development of counseling as a professional service was described; and the types of problems presented by Columbus area residents and of those expressed in letters to newpaper columnists were analyzed. A staff respondent in each of forty-four community agencies was interviewed. All of these agencies provided some form of counseling services to adult clients. Opportunities for vocational, educational, and marriage or family counseling were limited. Most educational agencies had too few staff members; many lacked an adequately trained staff. Professionally trained staffs were concentrated in relatively few agencies. The staff respondents of forty-two community agencies were not adequately meeting the counseling needs of adults. Specific aspects of those agency programs investigated, but found to be of little significance, included fee charging practices, physical facilities, intake policies, and referral services. All but two reported that additional research and program evaluation were needed in his own agency.

358 AN EXPERIMENT UTILIZING GROUP PSYCHOTHERAPY IN A SELF-ANALYTIC PROCEDURE FOR COUNSELORS IN TRAINING. Heist, Paulus A. Minnesota University. 19,201. 319 p., 1956.

This investigation of the feasibility and usefulness of group therapy, and the possible changes deriving therefrom, for adult male counseling trainees involved two small groups selected at random from a population of the same type. The experimental group went through a therapy experience for 12 weeks and was compared to the control group on objective and subjective measurements on a pre- and post-test basis. It also went through a variety of additional evaluative procdures. Changes was based partly on agreement among seven raters. The interview summaries involved three clinicians' judgments on the concept of change as portrayed in evaluative write-ups of the interviewer. The checks on agreement among various rankings were significant at the .01 level. Results from the ratings by the men themselves, the rankings by the clinical judges, and the ratings by the therapist (who also rated the men on the rating scale) were in complete agreement in support of the findings on the major criteria, as shown by the clustering of four men (most change) and three men (least change) at the two extremes of the ranking continuum. Except for the .05 level of significance in the case of one of the two tests on the Thematic Apperception Test (TAT) in which clinical evaluations of change were not involved, there were no differences between the experimental and control groups on the pre- and post-tests.

359 GUIDANCE NEEDS OF THE ADULT EXTENSION STUDENT OF THE UNIVERSITY OF OKLAHOMA. McGee, Howell Walton. University of Oklahoma. Ed.D. 137 p., 1960.

Based on adult students' stated problems and needs, this study assessed guidance needs in University of Oklahoma extension credit programs. About 70% of adult students surveyed wanted guidance. The greatest area of need was Current Educational Problems; next largest was Self-Improvement. Employment and Economic Security was third largest in terms of need, and second largest in terms of demand for counseling services. Students under 21 and those over 50 tended to have more problems, students employed in jobs requiring more formal education had relatively few problems, and blue-collar workers showed a greater desire for counseling services. Otherwise, the factors of sex, marital status, age, and occupation proved somewhat less significant than had been hypothesized. The author recommended (1) additional research on adult part-time students; (2) application of his findings by universities as they plan comprehensive programs of adult guidance and counseling; and (3) a careful study of techniques and materials used in counseling on current educational problems.

360 PATTERNS OF CLIENT RESISTIVENESS AND COUNSELOR RESPONSE. Munson, Joan Edith. University of Michigan. 130 p., 1960.

On the assumption that nurturance (the need to help and to be needed) and inquisitiveness (the need to learn the innermost secrets of others) are especially important to a psychological counselor, this study investigated how conflicted and unconflicted counselors respond to resistive clients. Data were collected on counselor avoidance behavior in interviews with clients; length of initial interview; duration of counseling (number of interviews); counselor judgments of satisfaction with the first interview; client suitability for counseling; and enjoyment of the entire counseling contact. Results supported the major hypothesis, which was that conflicted counselors manifest increased avoidance behavior with their more resistive clients. Avoidance behavior by both conflicted and unconflicted counselors was negatively related to judgments of satisfaction, client suitability, and enjoyment. However, conflicted counselors did not show which avoidance of uncommunicative clients so long as the low exploration was not coupled with high opposition. Evidence suggested that conflicted counselors' avoidance reaction to opposition is determined by the nurturance conflict, and that the need to nurture is important in a psychological counselor's choice of career.

361 A STUDY INVOLVING CLIENT PREFERENCES FOR COUNSELOR BEHAVIOR IN COUNSELING. Pohlman, Edward Wendell. Ohio State University. 61-939. 162 p., 1960.

After counseling, 38 clients from a "how-to-study" course and their 11 counselors from an introductory counseling practicum rated (1) how often clients would like counselors to do 30 things and (2) how often counselors had done them. Clients had also answered the first question before counseling. Three estimates of the difference between client preference and counselor practice were computed for each interview series: estimates based on post-counseling ratings by (1) the client and (2) the counselor, and an estimate based on client pre-counseling preferences and post-counseling reports of what counselors did. Within any given type of estimate, smaller difference-scores (representing greater adherence to client preference to client preference) were predicted to be associated with greater "success" as judged by clients, counselors, and the teacher-supervisor of the practicum. There was no support for this prediction; it may not have been adequately tested. For one thing, pervasive differences between viewpoints of clients and counselors were indicated and may have affected measurement. Location of interview series in the upper half of counselor ratings. Clients gave significantly higher "success" ratings to interview series than did their counselors. Clients seemed to want a more directive, authoritative counselor and a more friendly fellow-human than they reported having encountered. During counseling, total changes in clients' preferences were greater than those for non-counseled control students.

362 THE EFFECTS OF GROUP COUNSELING ON INTERPERSONAL RELATIONSHIPS, ANXIETY LEVEL, INTELLECTUAL FUNCTIONING, AND CERTAIN PERSONALITY CHARACTERISTICS IN A PLANNED WORKSHOP EXPERIENCE. Reiser, Martin. Temple University. Ed.D. 61-2726. 141 p., 1961.

This study was designed to test two hypotheses. First, that a planned vocational experience of twelve weeks duration will favorably affect interpersonal relationships, anxiety level, intellectual functioning, and certain personality characteristics. Second, that the addition of group counseling to a planned vocational experience of twelve weeks duration will more favorably affect interpersonal relationships, anxiety level, intellectual functioning, and certain personality characteristics than will the workshop experience along. Two groups, each containing sixteen subjects, were used. One group was given group counseling three times weekly over the twelve-week period; the other received no group counseling over the same period. The Wechsler Adult Intelligence Scale was chosen to measure changes in intellectual functioning. In order to measure changes in interpersonal relationships, a multiple-choice adaptation of the Thematic Apperception Test was used. The 16 Personality Factor Questionnaire was used in attempting to measure changes in anxiety level and in certain personality characteristics. Statistically-significant support was not given to either of the hypotheses. However, there were trends in the data in the directions posited by both hypotheses.

363 AN INVESTIGATION OF EMPHATHY AS A SOCIO-PSYCHOLOGICAL PROCESS IN GROUP MARRIAGE COUNSELING. Smitherman, Donald William. Kansas University. 307 p., 1954.

The purposes of this investigation were: (1) to study modifications of emphatic responsiveness in the marriage relationship of couples whose marriages were in difficulty to the extent of their having sought out professional help, and who were, in turn, provided the experience of group marriage counseling; (2) to appraise the relationship between enhanced emphatic responsiveness and general marriage adjustment; and (3) to elicit implications of this clinical procedure as an effective approach to marriage counseling. Emphatic responsiveness on the level of feeling interaction (emotional communication) appeared to be strengthened through the process of group marriage counseling, while accuracy in predicting the response of the mate showed little if any gain. Satisfactions resulting from enhanced emphatic understandings in one relationship tended to produce a process stimuli intensification towards deeper understanding in adjacent relationships. Experience in the group seemed to open up lines of communication between spouses both in the group sessions and at home. The data elicited by "before" and "after" measurements did not allow for any conclusive evaluations relative to the relationship between emphatic response and general marital adjustments. It seemed to be essential that both spouses lend themselves freely to the effort of enhancing emphatic response, involving frank appraisals of feelings about the self, if it is to be associated with generally improved marriage relationships.

364 THE EFFECTIVENESS OF COUNSELING PROVIDED UNDER THE VETERANS ADMINISTRATION VOCATIONAL REHABILITATION PROGRAM. Snyder, Conrad Wesley. Temple University. Ed.D. 163 p., 1955.

The study evaluated counseling received by two groups of disabled veterans--rehabilitated cases (completers) and discontinued cases (dropouts)--in the VA Vocational Rehabilitation Program under Public Law 16, 78th Congress. Major conclusions: Counseling contributed greatly to effective vocational rehabilitation, and counselors generally did their job well. Rehabilitated cases made better vocational adjustments, showed greater job satisfaction, were much more satisfied with counseling, and other program services, and were actually getting better counseling, than discontinued cases. Employment objectives chosen during counseling almost always fitted an individual's abilities, aptitudes, and interests. Psychometrics, cognizance of personal adjustment problems, level of employment objective, occupational exploration, and the necessity of synthesizing all important data in a case before deciding on an employment objective, were the factors that most affected the quality of counseling.

365 VETERANS COUNSELING AND VOCATIONAL REHABILITATION: A FOLLOW-UP STUDY THREE YEARS AFTER COMPLETION OF TRAINING. Weigel, George Dwane. Cleveland University. Ed.D. 151 p., 1954.

This follow-up study examined veterans' counseling and vocational rehabilitation. A questionnaire to the individual veterans secured opinions of present employment, and the adequacy of the counseling that led to the employment. A questionnaire was also addressed to employers. Included below are some of the findings. Ninety-nine percent of the individuals were employed. Eighty-four percent were in occupations for which they had been trained and counseled. Since completion of training there had been an average monthly income increase of $82.39 which was a 29 percent increase. Job satisfaction was present with the counseled-trained-employed-disabled veteran in 98 percent of the cases. Two-thirds of the group had stayed on the job since completion of training, with 83 percent being on the job for three years or longer. Employers rated the group as "average" or above on a three-point rating scale; no one in the group was rated as "poor" in performance on his job. Two-thirds of the employers believed that the individuals could not do any job better than the ones they were performing. There was almost unanimous employer opinion that the group being studied were well fitted for the jobs they held.

366 COUNSELING IMPLICATIONS OF THE MINNESOTA MULTIPHASIC PERSONALITY INVENTORY FOR BLIND PEOPLE IN SELECTED OCCUPATIONS. Bonk, Edward Carl. Indiana University. Ed.D. 14,568. 119 p., 1955.

The basic hypothesis of this study was that there were no difference in personality patterns among the blind groups working in selected occupations (assembler, salesman, packer, manager of small business or vending stand, transcribing typist, rehabilitation counselor, broomshop worker, and piano tuner). The criteria used for selecting the 54 subjects were: (1) they had worked in a particular occupation for three or more years; (2) rehabilitation counselors considered them to be successfully employed. The shortened version of the Minnesota Multiphasic Personality Inventory was used. Mean T-scores for each MMPI scale for each occupational group and their chi square values were calculated. For each scale, the largest X^2 values were added and the number of degrees of freedom was computed. The level of significance was obtained from a chi square table. The conclusions included the following: (1) each occupational group reveals a different personality profile, though the profiles do not reach the limits of abnormality; (2) the K scores for the two selected groups consisting largely of college graduates coincide with the results of past investigations relative to elevated K scores for college graduates; (3) the shortened version of the MMPI seems to have value in the counseling of the blind; and (4) of the groups studied, the assemblers have a high schizophrenia score and the only low mean T-score on the Hypomania scale.

367 AN INTERVIEW STUDY OF THE COUNSELING RESPONSIBILITIES OF PROTESTANT MINISTERS WITH IMPLICATIONS FOR PROFESSIONAL PREPARATION. Drickey, James D. Denver University. 148 p., 1956.

The purposes of this study were to survey the extent and nature of the counseling responsibilities of Protestant ministers and to determine implications for their professional preparation. Twenty ministers were interviewed. From an examination of the means of the total group it appeared that the ministers studied were requested to do considerably more social-psychological counseling than their training had prepared them to do. The group studied felt the inadequacy of their training for this type of counseling. The professional training courses recommended in order of frequency were: general counseling, supervised training, marriage counseling, professional ethics, methods and techniques of counseling, clinical training, and others. It was proposed that the present recommended pre-theological training program should be re-examined in view of a basic psychological orientation as a preparation for the more specialized counseling courses that should be included in seminary training. Part-time work outside the ministry was recommended as being helpful in the understanding of problems of the individuals coming to the minister for counseling. Eighty percent reported marital counseling as their most frequent counseling problems. The ministers believed that they dealt most effectively with pre-marital and marital problems.

368 A CRITICAL ANALYSIS OF PROTESTANT CHURCH COUNSELING CENTERS. Hathorne, Berkley Charles. Boston University. Th.D. 60-2894. 387 p., 1960.

This was a critical analysis of Protestant church counseling centers. The general procedure of the study was to determine the locations of the church counseling centers by corresponding with 114 selected leaders in all parts of the United States. A structured questionnaire was pre-tested in personal visits to 4 sample centers, and then after revision, was printed and sent to the 94 possible centers reported. Personal visits to 10 selected centers made possible a comparison of the facilities, organizations, practices, and programs of the various types of centers. Sixty-one church counseling centers were included, and the data from these centers were the basis of the statistical analysis and evaluation. The church sponsored centers principally employed the method of counseling generally understood by by the term "client-centered," although a large number did not confine their practice to any one approach, but utilize all types of techniques, an "eclectic" approach, suiting the method to the counselee and the situation. Of the types of problems handled by the centers, marital difficulties predominate, accounting for 41 percent of all cases. Approximately one-fifth of all individuals who came to the church centers were referred to other professional persons or agencies for assistance. The most frequent reason for referral was that the counselee needs psychiatric therapy. In addition to personal counseling, twenty-one of the centers reported other features. These included counselor training programs, group psychotherapy, psychological testing, research projects, and a weekly healing service.

369 AN ANALYSIS OF THE FUNCTIONS OF STATE VOCATIONAL REHABILITATION COUNSELORS WITH IMPLICATIONS FOR THE DEVELOPMENT OF A TRAINING COURSE AT TEACHERS COLLEGE, COLUMBIA UNIVERSITY. Rusalem, Herbert. Columbia University. 1951.

370 A STUDY OF THE EFFECTIVENESS OF AN INTEGRATED PROGRAM OF VOCATIONAL COUNSELING, CASEWORK AND A SHELTERED WORKSHOP IN INCREASING THE EMPLOYABILITY AND IN MODIFYING ATTITUDES CORRELATING WITH THE EMPLOYABILITY OF "DIFFICULT-TO-PLACE" PERSONS. Feintuch, Alfred. New York University. 181 p., 1954.

371 THE RELATIVE EFFECTIVENESS OF LARGER UNITS USED IN INTERVIEW ANALYSIS. Muthard, John Edward. Ohio State University. 275 p., 1952.

372 FACTORS AFFECTING GROUP PSYCHOTHERAPY WITH MARRIED COUPLES. Neubeck, Gerhard. Columbia University. Ed.D. 1953.

373 AN ANALYSIS OF PASTORAL COUNSELING NEEDS AND TRAINING IN TWO CHURCH DENOMINATIONS. Oldenburg, Cornelius. Michigan State University. 171 p., 1954.

374 INTERVIEWING PATTERNS TAKEN FROM COUNSELING ADULTS. Pickett, Arthur D. Chicago University. 1948.

375 A STUDY IN THE EFFECTIVENESS OF GUIDANCE AT A VETERANS' COUNSELING CENTER. Philips, Charles L. Pennsylvania State University. 1950.

376 A STUDY OF THREE HUNDRED VOCATIONAL COUNSELING CASES OF VETERANS AND IMPLICATIONS FOR A VOCATIONAL COUNSELING PROGRAM FOR SECONDARY, VOCATIONAL AND OTHER SCHOOLS. Pruski, John. Ohio State University. 1958.

377 PERSISTENCY OF ATTITUDES TOWARD VOCATIONAL COUNSELING. Schofield, Ralph Ayers. Indiana University. Ed.D. 160 p., 1956.

378 THE DEVELOPMENT, APPLICATION AND EVALUATION OF A MARRIAGE COUNSELING KIT. Levett, Carl David. Florida State University. 285 p., 1953.

379 AN EVALUATION OF GROWTH AND CHANGE DURING A GUIDANCE AND COUNSELING TRAINING INSTITUTE. Caves, Jack William. University of Texas. 207 p., 1961.

380 A COMPARISON OF THE PREDICTIVE POWER OF THE KUDER PREFERENCE RECORD AND THE STRONG VOCATIONAL INTEREST BLANK IN A COUNSELING SETTING. Garrett, Gene Aubrey. Missouri University. 210 p., 1961.

381 A COMPARISON OF TWO TECHNIQUES OF INTERPRETING TEST RESULTS TO CLIENTS IN VOCATIONAL COUNSELING. Lane, David. Columbia University. 147 p., 1952.

382 AN EVALUATION OF PROFESSIONAL PREPARATION FOR PASTORAL COUNSELING. Hamilton, James David. Denver University. 128 p., 1959.

383 THE DEVELOPMENT AND EVALUATION OF A MEASURE OF COUNSELOR EFFECTIVENESS. Kelz, James Warren. Pennsylvania State University. 157 p., 1961.

384 PREDICTIVE AND BEHAVIORAL EMPATHY AND CLIENT CHANGE IN SHORT-TERM COUNSELING. Katz, Bernard. New York University. 136 p., 1962.

385 THE DEVELOPMENT OF A MEASURE OF CLIENT DEFENSIVENESS IN A COUNSELING RELATIONSHIP. Hogan, Richard A. University of Chicago. 402 p., 1948.

386 FACTORS RELATED TO THE EFFECTIVENESS OF COUNSELING. Froelich, Clifford P. George Washington University. 238 p., 1948.

387 A SURVEY OF COUNSELING TECHNIQUES AS USED BY THE CLERGY. Hudson, Ronald Vernon. Purdue University. 96 p., 1955.

388 AN ADULT GUIDANCE CENTER IN AN URBAN FOUR-YEAR COMMUNITY COLLEGE. Kendell, Ralph C. Columbia University. 1954.

389 A FOLLOW-UP STUDY OF THE PERSONAL ADJUSTMENT OF THE SUBJECTS WHO PARTICIPATED IN THE 1939-1943 FLINT, MICHIGAN, GUIDANCE DEMONSTRATION. Cantoni, Louis Joseph. Michigan University. 205 p., 1953.

390 A STUDY OF THE USE OF PSYCHOLOGICAL CONCEPTS, APPROACHES AND METHODS BY PASTORAL COUNSELORS. Cannon, W. John. American University. 162 p., 1959.

391 AN IN-SERVICE TRAINING PROGRAM FOR DORMITORY COUNSELORS; THE DEVELOPMENT AND EVALUATION OF A PROBLEM-CENTERED IN-SERVICE TRAINING PROGRAM FOR NONPROFESSIONAL DORMITORY COUNSELORS. Turner, Hazel McCarter. New York University. Ed.D. 61-381. 1960.

392 PERSONALITY THEORIES UNDERLYING TWO VIEWS OF COUNSELING. Brookes, Crittenden Edwards. Stanford University. 121 p., 1956.

393 THE FACTOR OF INTEREST IN COUNSELING ADULTS. Beamer, George C. Missouri University. 1948.

394 THE EFFECTS OF GROUP COUNSELING IN A CONTROLLED WORKSHOP SETTING ON ATTITUDE, MANUAL DEXTERITY AND ABILITY TO PERCEIVE CORRECT SPATIAL RELATIONS. Waldman, Marvin. Temple University. Ed.D. 168 p., 1961.

395 THE VALIDITY OF COUNSELING VARIABLES CONSIDERED IN THE ADVISEMENT OF DISABLED VETERANS ENTERING TERMINAL BUSINESS TRAINING. Storey, John Stuart. Michigan State University. Ed.D. 111 p., 1955.

396 THE DEVELOPMENT AND VALIDATION OF INSTRUMENTS AND TECHNIQUES FOR THE SELECTIVE ADMISSION OF APPLICANTS FOR GRADUATE STUDIES IN COUNSELOR EDUCATION. Rishel, Darrell Fred. Pennsylvania State University. Ed.D. 11 p., 1961.

397 PROJECTING AN IDEAL COUNSELING PROGRAM WITHIN THE LOCAL BAPTIST CHURCH. Thomason, William O. Southern Baptist Theological Seminary. 1957.

398 COUNSELING CONCEPTS IN SELECTED SOCIAL AGENCIES. Solomon, Robert Byron. Stanford University. 142 p., 1957.

399 THE PROCESSES AND EFFECTS OF A TRAINING GROUP IN CLINICAL PASTORAL EDUCATION. Ramsden, William E. Boston University. 369 p., 1960.

400 ATTITUDES AND OPINIONS OF REHABILITATION COUNSELORS FOR THE BLIND TOWARD TOTALLY BLIND ADULTS. West, Doral Neah. University of Missouri. Ed.D. 58-2347. 1958.

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401 THE EFFECTIVENESS OF CERTAIN ADMINISTRATIVE PRACTICES FOR SECURING CO-ORDINATION IN AN INDUSTRIAL ADULT EDUCATION PROGRAM. Hendricks, Archie Eugene. University of Chicago. 185 p., 1949.

This study assessed the effectiveness of certain administrative practices of central office and local office personnel for helping coordinate inservice training and education for dealers in a large industrial firm; and proposed practices whereby central offices such as those in public educational systems may help local schools conduct their programs more effectively. Some major conclusions were: (1) central office training and education staff members can agree on realistic, practical policies; (2) valid means can be devised for evaluating local coordination; (3) local administrators with little professional preparation in education can plan and develop adequate local training programs; (4) such programs can be tailored to the particular needs of local employees; (5) the extent of coordination in organizing learning experiences, evaluating results, using learning materials, and selecting training areas, is related to administrator participation in a local communication network; (6) administrators should use nonauthoritarian techniques in administering educational programs; (7) central advisory services should be open to requests for specific help on realistic educational problems; (8) local administrators should encourage independent communication between staff and the local community.

402 A STUDY OF THE INTER-RELATIONSHIPS EXISTING BETWEEN ADMINISTRATIVE BEHAVIOR AND THE SOCIAL ORGANIZATION OF THE ADULT POPULATION IN TWO SELECTED SECONDARY SCHOOLS. Congreve, Willard John. Chicago University. 370 p., 1957.

The case study method was used to examine two schools which were similar in all demographic aspects but different in administrative behavior. The findings revealed striking differences in the nature of participation of individual members in the social organization. This behavior seemed classifiable into three levels of interaction: universalistic, discretionalistic, and particularistic. These three levels were considered as unidimensional and lying along a continuum. A second dimension of the social organization was the power structure. At the particularistic (highly personal) interaction level, the formal group structures of both schools were essentially the same. Sex, age, family status, residence, and length of time on the staff had some direct bearing upon group membership. Experience, subject matter area, room location, free periods, and personality and values profiles tended to have little or no relationship to group membership. In the social organization of the two schools there were institutional differences in the extent of participation at the three behavioral levels, and in the degree to which group behavior proceeded along the continuum from discretionalistic to particularistic interaction. These differences were also reflected in the social interaction characteristics of those staff members who had power status in the social organization.

*403 AN ANALYSIS OF SELECTED ADMINISTRATIVE PRACTICES IN PUBLIC SCHOOL ADULT EDUCATION PROGRAMS IN THE EIGHT JUDICIAL DISTRICT OF NEW YORK. Wilker, Jerome F. Buffalo University. Ed.D. 180 p., 1955

This is an analysis of selected administrative practices in public school adult education programs in the Eighth Judicial District of New York. The programs studied were elementary school, central school, and union free school districts in cities with less than 25,000 people. The following were among the findings: fifty administrators had access to telephones; 45 had offices; 48 had desks; and 42 had no telephone listed under adult education in the directory. Many school districts paid wxtra salaries; 30 out of 62 charged no fee. Fees fell within the range of $1.00 to $5.00. Adult education programs were judged according to the degree to which they were based upon community needs. The Bureau of Adult Education, through its interpretation of the commissioners' regulations, required that each adult program had some form of advisory committee to assist the director in ascertaining these needs. Forty-two out of the 63 had such a committee. Approximately 41 held in-service training programs. The regulations for advisory committees and in-service training were not in operation at the time of the study. A wide range of salaries ($2.00 to $3.75 per hour) existed. Many directors had no secretarial help.

*404 THE RELATIONSHIP OF PERSONNEL SELECTION AND SALARY ADMINISTRATION TO ORGANIZATIONAL EFFECTIVENESS IN THE COOPERATIVE EXTENSION SERVICE IN MICHIGAN. Axinn, George Harold. Wisconsin University. 58-800. 357 p., 1958.

The study focused on the relationship of age, rank, tenure, sex, and other characteristics to the performance of Michigan Cooperative Extension Service (CES) personnel. Relationships were also sought between alternative systems of classifying personnel for salary administration; and the probably consequences of each system for the Michigan CES were investigated. There was evidence of a shift from functional to area type administrative organization, which in turn might lead to establishment of an office of staff services in which personnel administration functions would be centralized. However, the change to an area type structure has not been fully accepted in operational procedures. Field staff salary levels were more closely tied to such characteristics as age, sex, tenure, and academic achievement than to the particular title held. Salary levels and increments were lower, and turnover higher, for women than for men. Performance ratings were related to salaries and last salary increment. Field staff with master's degrees tended to have higher salaries and ratings than those with baccalaureates only. Full-time specialists' rank and average salaries were lower than for part-time specialists or full-time teaching and research staff. Tests of intelligence, personality, and interests were not related to ratings.

405 ADMINISTERING UNIVERSITY NON-CREDIT PROGRAMS FOR BUSINESS GROUPS Adams, Frank T., Jr. Florida University. Ed.D. 55-2047. 246 p., 1955.

Eleven areas of general administration of such noncredit services offered for business and industry as short courses, conferences, and institutes, were rated on a scale of inferior to superior by 79 institutions affiliated with the National University Extension Association and the Association of University Evening Colleges in 1954-55. These indices--sponsorship, programing, financial stability, promotion, cooperation, program coordination, program continuity, and evaluation--provide the framework for developing university projects. The survey form contained 269 items of procedure and practice, and was open-ended to allow for clarifying comments. Each institution was asked to check all items describing applicable administrative procedure for noncredit programs. The great need in the noncredit field was found to be sound administrative approach through careful planning, sound policy making, and practical program design. It was felt that patterns of procedure derived from the survey form will serve as a basis for carefully planning a custom built means of serving the educational needs and interests of the people who naturally look to the university for educational leadership.

*406 THE ADMINISTRATION AND FUNCTION OF AN ADULT CENTER OF EDUCATION. King, William Herbert. Columbia University. Ed.D. 318 p., 1950.

A survey was made of adult educational needs on a specific underprivileged area (upper Harlem) of New York City, and proposals were worked out for the organization and program of an experimental adult center. Interviews were held to discover problems being faced by families of the area, their awareness of need, and their receptivity to the notion of adult education. A need was found for initial offerings in crafts and hobbies, parent education, consumer education, everyday psychology, public speaking and grammar, political education and orientation, and workers' education. The author also outlined arguments in favor of informal educational experiences based on group action and the counseling approach. Finally, he offered guidelines on personnel policy, physical facilities and costs, promotion and publicity, and access to a wide variety of educational and remedial services.

*407 A STUDY OF THE EDUCATIONAL ACTIVITIES OF SELECTED INDUSTRIAL, COMMERCIAL AND PROFESSIONAL FOUNDATIONS. Nichols, Charles Harold. Northwestern University. 7056. 325 p., 1953.

The objectives of the study were to discover the organizational and administrative pattern of a new type of foundation, to canvass and evaluate its educational activities, and to indicate the educational opportunities of the new type of foundation for business, industry, and the professions. Thirty-five foundations were selected for intensive study. Questionnaire survey, analysis of foundation literature and visits to institutions were employed. It was discovered that these foundations developed after 1913, largely because of tax exemption privileges granted to individuals in 1919 and to corporations in 1936. Educational objectives of the 35 foundations studied were found to fall within the limits of six major goals: to advance the occupational field of the foundation, to improve it by direct educational effort and, indirectly, by subsidizing such effort, to assist the field through dispening information and counsel, to perpetuate the field through student recruitment and assistance, and to strengthen the field by developing greater public understanding and acceptance for it. In generalized terms, these activities included: research, dissemination of research findings, compilation and distribution of field literature, information and counseling services, specialized training schools, various types of student aid programs, production of audio-visual aids, educational conferences, vocational guidance, speaker services, and subsidization of college faculties or building programs.

*408 SOME PROBLEMS OF PUBLICATIONS POLICY IN THE ADULT EDUCATION ASSOCIATION OF THE UNITED STATES OF AMERICA. Sillars, Robertson. Columbia University. Ed.D. 115 p., 1955.

This study discussed the relationship of developments and problems in the major periodicals published by the Adult Education Association (AEA) since its inception in 1951, to the policies and uncertainties within the AEA itself during the period 1951-54. In addition to reflecting AEA uncertainty and vagueness as to the nature of its program and clientele, the operation of the Publications Department reflected a tendency (often misplaced and ill-advised) throughout the organization to attempt to adopt democratic norms as guiding principles in developing administrative procedures and working relationships. An intensive study was recommended to clarify and focus the recruitment and program policies of AEA, including program priorities and emphases as they pertain to both learning-oriented and action-oriented groups. A process was also outlined for translating provisional decisions into editorial policies for Adult Leadership and Adult Education; and some basic principles were set forth to guide the administration of the staff that will implement these policies.

409 ADMINISTRATIVE PRACTICES FOR OFF-CAMPUS EXTENSION CLASSES FOR TEACHERS IN THE NORTH CENTRAL ACCREDITING AREA. Strawn, Norland William. University of Oklahoma. Ed.D. 139 p., 1955.

Focusing on 114 universities and colleges, this study surveyed administrative practices for off-campus classes for teachers, and formulated recommendations for improving these practices. Data were obtained through questionnaires, followup on the institutions, and interviews with administrators. Some major findings were: (1) during the year ending October 31, 1953, changes in the number of off-campus classes and in enrollments were negligible; (2) off-campus classes were generally offered for nonresident credit; (3) nearly half the institutions set six semester hours as the maximum amount of off-campus work that can be taken at any one time; (4) well over half the off-campus teachers were full-time faculty members who taught off campus as part of their regular load; (5) 82 of the 114 institutions expected their off-campus classes to be self-supporting; (6) in institutions whose teachers receive extra compensation for off-campus teaching, the number of credit hours taught was the most prevalent criterion for setting pay rates. Of the various recommendations offered, probably the most significant suggested that the quality of instruction be improved by setting up an extension faculty to be approved by an extension committee.

410 AN EVALUATION OF THE ADMINISTRATION OF THE EDUCATIONAL PROGRAM AT SAN QUENTIN PRISON. Blakely, Thomas Alfred. California University. Ed.D. XCU 1201. 305 p., 1949.

The administration of educational programs at San Quentin Prison was evaluated and the extent to which the practices and policies conformed to certain principles or criteria of good administration determined. Data were gathered through interviews, observations, questionnaires, and a search of the records. The policies and practices of the College of Marin were found to be in substantial conformity with the criteria except in these areas: (1) definition of responsibilities and authority of officials; (2) authority commensurate with responsibility; (3) induction of employees into service; (4) length of vacations; (5) tenure provisions; (6) supervision of instruction; (7) retirement provisions. The parts taken by the Tamalpais and the San Rafael High Schools were limited to providing instructors, paying them, and collecting the state apportionment. The policies and practices of the Department of Corrections were found not to be in conformity with the criteria in these areas: provision for a lay board of education; separation of policy-making, executive, and evaluative personnel; authority commensurate with responsibility; democratic administration; fiscal independence; co-operation and mutual good faith; selection of personnel; induction of employees into service; in-service training; both physical and mental working conditions; length of vacations; salaries and salary schedules; and tenure provisions.

*411 THE ROLE OF DIRECTORS OF LOCAL COOPERATIVES IN ONTARIO, CANADA, IN CONTINUITY AND CHANGE. Braid, Andrew Falcnor. Cornell University. 61-5179. 282 p., 1961.

Using questionnaire responses from 317 directors of local autonomous cooperatives belonging to the United Cooperatives of Ontario (UCO), this study examined the respondents' role (including the functions of stewardship, business management, promotional activity, and participation in community affairs) in terms of role perception, consensus, compatibility, and performance. Data on age, occupation, educational background, land tenure status, number of years as director, and other personal or background characteristics, were also obtained. At the time of this study, about a third of UCO locals were receiving, on request, a management service from the UCO under formal contract or agreement. Contrary to the hypothesis, the size and management agreement status of cooperatives were not significantly related to directors' feeling of participation or control. These results might be explained by the relatively short period the management agreement system had been operating, and by the traditional concern in the Ontario cooperative movement with preserving and strengthening local activity and autonomy. It was concluded that the significance of this study lies in director training and selection as well as in additional research.

*412 ORGANIZATION, PROGRAMMING, AND PERSONNEL POLICIES OF THE COOPERATIVE EXTENSION SERVICE IN SELECTED STATES. Creech, Glenwood Lewis. Wisconsin University. 57-2401. 268 p., 1957.

This study described the organization, programming, and personnel policies of the Cooperative Extension Service in selected states, and identified basic principles of organization and administration which have been applied in two State Extension Services. In the summer of 1956 a three-member team which visited the states, collected and analyzed all pertinent written material and interviewed members of the state and county staffs. It was concluded that: (1) the principles of organizational structure and administration identified in current literature applied to varying degrees in the State Extension Services which have hierarchical organizational structures; (2) size influenced hierarchical levels as well as the clarity of relationships; (3) both services provided for line and staff functions; (4) smaller organizations had a high ratio of staff to line personnel than the larger organizations; (5) no evidence confirmed the alleged bad effects of dual supervision; (6) there was no consistent span of control; (7) neither organization provided systematic in-service training opportunities for those persons in the top levels of the extension hierarchy; (8) the Cooperative Extension Service did not provide clear-cut job descriptions and standards of performance for each position, or clearly defined salary and promotion policies.

413 PURPOSES AND PERSONNEL ADMINISTRATION OF ADULT EDUCATION. Crawford, Will Clark. University of Southern California. Ed.D. 609 p., 1939.

After discussing the background and current status (1939) of American adult education and reviewing the literature on major purposes of a public adult education program, the author offered his own statement of purposes. These included functional literacy, vocational rehabilitation and upgrading, improved mental and physical health, parent education, personality development, cultural stimulation and uplift, better citizenship through enhanced social and civic intelligence, preparation for cooperative effort and group planning, and more effective program evaluation and revision. The author then described some important characteristics of California teachers ofpublic adult education; classified the teachers by major teaching fields; indicated the type and permanence of their teaching credentials; examined teacher selection procedures and sources; analyzed the kinds and extent of training taken before and after entering the adult education field; evaluated the teaching and nonteaching backgrounds of teaching staff members; described salaries and other aspects of professional status; analyzed and evaluated effective organizational and personnel practices; and suggested some improvements in the administration of adult teaching personnel.

414 ADMINISTRATIVE POLICIES AND PRACTICES FOR GRANTING THE HIGH SCHOOL DIPLOMA IN THE EVENING HIGH SCHOOLS IN CALIFORNIA. DeNoyelles, Lester Charles. Southern California University. Ed.D. 60-2070. 175 p., 1960.

This study analyzed and evaluated administrative practices in the granting of diplomas in the evening high schools of California and proposed criteria that would specify sound educational practices in this area of Adult Education. A questionnaire was answered by each school district that maintained one or more of the 138 evening high schools listed in the 1959 directory of the State Bureau of Adult Education. All but three districts returned completed questionnaires. It was concluded that: the legal requirements for graduation from evening high schools in California permitted the local districts a considerable degree of latitude; although many practices were similar in the evening high schools, there was a serious lack of uniformity in several phases of the program; there was a great deal of leniency in many of the districts relative to credit for work achievement, number of hours of attendance required, and the amount of credit granted for a semester's work; there was a wide variation in policies concerning credit granted through the testing program, particularly in the use of the G.E.D. tests; there was a need for greater communication and coordination among the evening high schools in order to maintain high professional standards and sound educational practices.

*415 THE LIBERAL ARTS DEPARTMENT CHAIRMAN AND THE EVENING COLLEGE: A STUDY IN ADMINISTRATIVE BEHAVIOR. Daigneault, George H. Chicago University. T-7249. 209 p., 1961.

A study was made of the administrative behavior of liberal arts department chairmen in relation to departmental responsibilities in university evening colleges. Decision making theory was used as a framework. It was hypothesized that the values of a departmental day program would tend to be implemented through low priority decisions under the control of the department chiarman, with the evening dean handling the mechanical aspects. Interviews were held with department chairmen, evening college deans, and liberal arts deans at 12 institutions of varying forms of control, enrollment size, and geographic location, and city size. Findings in such areas as means of fulfilling departmental objectives, the low legitimacy of evening programs, the use of part time instructors as faculty, and the authority of department chairmen over evening program objectives tended to confirm the general hypothesis. It was suggested that difficulty in university evening college programs ensues from the ambiguous role assigned to evening deans. Several recommendations were made for future research.

*416 ORGANIZATION AND ADMINISTRATION OF ADULT EDUCATION PROGRAMS IN SMALL POPULATION CENTERS. Dalton, John Elmer. Nebraska University. 16,237. 237 p., 1956.

The purpose of this study was to formulate and describe adult education programs that are suitable for small communities. The interview and survey questionnaire were the techniques used. It was concluded that adult education has something to offer for the betterment of citizens upon whose educational and achievement levels it can exert significant influence. Validated by the researcher and authorities in the field is the fact that adult education activities are aimed at fulfilling the desires as well as the needs of adults. Adult education can be maintained in small cities and villages as well as in metropolitan areas. The number of programs in small communities that were contacted in the various states gives concrete evidence that such programs can be organized and sustained. An adult education program has not got to be elaborate in order to be successful; however, it is necessary that the programs grow out of the 'yearnings' of the people. It is believed that traditional attitudes and distorted concepts of education are real obstacles to the promulgation of adult education programs. The use of academic terminology ought to be avoided whenever possible.

417 PRACTICES IN THE ADMINISTRATION OF ADULT EDUCATION IN THE PUBLIC SCHOOLS OF CALIFORNIA. Ferguson, Philip Mitchell. Stanford University. 202 p., 1951.

Current practices in administering adult high schools (i.e., evening high schools and junior colleges) in California were examined and analyzed with respect to the adult education administrator's role and his relationships in planning and conducting educational programs in the local community. Three phases of the adult principal's activity were discussed: (1) his cooperation with other adult education administrators through local and state associations and with the Bureau of Adult Education; (2) his handling of matters arising from community contacts and public relations; (3) strictly administrative duties such as personnel management and scheduling of classes. Two recent and significant administrative developments--the specialized field of adult counseling services, and the task of developing criteria and means for continuous program evaluation --were included. Finally, some criteria for a strong program were offered: (1) ratio of average daily attendance to the population of the community served; (2) percentages of day classes and co-sponsored classes; (3) number of branches per school; (4) kinds of subjects stressed; (5) provisions for short-term courses; (6) the principal's age, experience, and continuing education; (7) number of full-time teachers; (8) the number without college degrees; (9) relatively many forums and lecture series; (10) readiness to experiment with new classes.

418 ADMINISTRATIVE PRACTICES AND OPINIONS RELATIVE TO NON-CREDIT ADULT EDUCATION PROGRAMS IN SELECTED COLLEGES AND UNIVERSITIES. Glancy, Keith E. Purdue University. 58-1779. 261 p., 1958.

The purpose of this study was to survey and evaluate administrative and operational procedures in non-credit adult education at the university level. A questionnaire was submitted to representatives of 355 major colleges and universities. Completed questionnaires were received from 524 individuals representing 293 institutions. It was determined that the expression of attitudes was not closely related to the method of operation reported by the respondents. Only these hypotheses relating to the type of school and the type of program were found to be acceptable without qualification. The data supported the conclusion that significant differences in attitude toward administrative problems existed among state, municipal, private, Protestant and Catholic institutions, with the exception that the differences noted between the private and Protestant schools were very limited and inconclusive. Significant differences were also found between schools having primarily a non-credit class program and those having conference and institute programs. Both differed from a third group having little or no program. A substantial majority agreed that: (1) adult training should not be limited to those academic areas included in the regular courses of study of the university; (2) the material presented to adult groups did not necessarily need to be of collegiate level; and (3) a college degree was not considered a requisite for successful adult teaching.

*419 THE CO-ORDINATION OF PUBLIC ADULT EDUCATION AT THE STATE LEVEL. Houle, Cyril Orwin. Chicago University. 9642. 244 p., 1940.

The aim of this thesis was to study public adult education agencies at the state level in order to determine how they may more effectively co-ordinate their activities. An analysis of the theory of social co-ordination was made in order to isolate those principles which could be applied objectively to the state agencies of adult education. The specific information required by these statements was enumerated and a schedule form prepared for the collection of the data. These data were secured by visits to each of the eight states, correspondence with the administrators, and a study of the literature including both general statements and the reports of the particular agencies. It was concluded that: (1) adult education is an important function of state government; (2) the administration of public adult education at the state level is extremely decentralized; (3) the various programs of public adult education at the state level have many common elements; (4) voluntary co-ordinative associations among state agencies of adult education are infrequently found and those that do exist are very informal and unorganized; and (5) the theory of social co-ordination has met one test of practical application in a satisfactory fashion; that is, it is possible to apply the principles included in the general statement to the particular problem of co-ordinating public agencies of adult education at the state level.

*420 EVALUATIVE CRITERIA FOR ADMINISTRATIVE MEASUREMENT OF PUBLIC SCHOOL ADULT EDUCATION PROGRAMS IN NEW YORK STATE. Holl. Robert F. New York University. Ed.D. 58-5661. 219 p., 1958.

To meet the needs and desires of the increasing numbers of adults who were participating in public school adult education programs, it had been necessary for the local program administrator to be concerned primarily with programming, staffing, financing, and facilities for instruction. Administrators of public school adult education programs in New York State had found evaluation to be a time-consuming and complex operation. Various checklists, operations and procedures for evaluation of adult education programs were in the literature. The data were collected by an analysis of The Annual Adult Education Reports filed by local boards of education with the New York State Department of Education, a search of literature, and a survey conducted in selected school districts in New York State. The factors which received a rating agreed upon by 50 percent or more of the respondents were considered significant. The significant factors rated as having a moderate, considerable or very definite effect upon the administration, participation, non-participation, and teaching in the adult education programs were the bases for the definition of the 155 evaluative criteria. The study revealed a very definite lack of objectives and policies adopted by the boards of education in the selected school district.

*421 EXTENSION ADMINISTRATION AND STATE LEGISLATIVE PROCESS--A CASE STUDY OF THE 71ST MISSOURI GENERAL ASSEMBLY. Kyd, Stirling. Wisconsin University. 62-3893. 232 p., 1962.

To gain understanding of Missouri's legislative process and aid administrators of the Extension Division, the author investigated the 71st General Assembly. He read publicationa, interviewed lobbyists, and conducted open ended depth interviews with legislators selected to comprise the leadership of the Assembly. His dissertation presents the organization, procedures and background of the Missouri government and statistical data on the composition of the Assembly by party, geographic constituency, levels of education, length of service, and occupation of members. It shows that the few contacts made by constituents were largely special interest efforts, that a legislator most frequently voted in favor of a bill in the absence of active opposition, that the 24 percent who favored increase in adult education programs were mostly those who had some college education (53 percent had none), and though the Assembly made the fiscal policy for tax supported institutions and agencies, 73 percent felt inadequately informed for doing so and thus rarely challenged the Appropriations Committee's recommendations. The author concluded that a feeling of mutual respect built on successfull personal relationship between legislator and public administrator would be most productive.

*422 THE ORGANIZATION AND ADMINISTRATION OF ADULT EDUCATION AT THE STATE LEVEL. Liggitt, Earle O. University of Pittsburgh. 283 p., 1942.

An intensive study was made of adult education organization and administration at the state level; specifically, in the state departments of education in eight states (Connecticut, Delaware, Maryland, Massachusetts, New Jersey, New York, Pennsylvania, and Rhode Island). Emphasis was on such aspects as state constitutional provisions in general; statutes covering specific areas of concern in adult education (vocational education, evening schools, public libraries, Americanization, university extension, etc.); the relationship of state superintendents of public instruction to the bureaus of adult education; and the duties, professional experience, and professional preparation of state-level administrators. The early growth of adult education in the United States was also briefly traced, along with some recent developments. Findings indicated (among many other things) an expanding development and growing interest in adult education, the advisability of making surveys of educational need at the appropriate levels before launching community or statewide programs, and the necessity of having state-level administrators with practical adult education experience.

423 THE RELATIONSHIP OF SELECTED ORGANIZATIONAL CHARACTERISTICS TO THE ADMINISTRATIVE STYLE OF STATE EXTENSION DIRECTORS. Lavery, William

Edward. Wisconsin University. 62-4704. 178 p., 1962.

This study determined the extent to which the style of administration of state Extension directors was related to selected organizational characteristics of the state extension services, and the extent to which selected extension administrative personnel agreed with their state extension directors concerning the director's style of administration. Data were collected through a forced-choice questionnaire; from organizational, personnel and budget records of state extension services; and from a study concerned with decentralization of administrative decision-making. The findings showed that there was a high degree of agreement among the selected extension administrative personnel within a state concerning the director's type of supervision and his public relations-internal orientation; however, there was little agreement concerning the director's employee-program orientation. Correlations between the following organizational variables and the director's style of administration were found to be significant: (1) permissive supervision and the total number of extension workers; (2) employee orientation and the total number of extension workers; (3) public relations orientation and the total number of extension workers; (4) public relations orientation and percent of the state office staff which is administrative-supervisory; (5) public relations orientation and decentralization of administrative decision-making; (6) employee orientation and the percent of the total professional staff which is administrative-supervisory; and (7) public relations orientation and the director's supervisory span. All except the last two were positive.

424 AN ANALYTICAL STUDY OF ACADEMIC ACHIEVEMENT IN PUBLIC EVENING HIGH SCHOOLS, WITH SPECIAL REFERENCE TO SCHOOL ADMINISTRATION. Shoemaker, Ward Almon. Columbia University. 114 p., 1933.

In addition to considering the effects of adult evening high school instruction as measured by achievement tests, the study investigated such factors as age and intelligence. Evidence came from a literature review, and from analysis of academic achievement in six New York evening schools and the West Evening Academic High School in Minneapolis. The literature showed evening students as generally superior in achievement to day students. Regents Examination scores from the six New York evening schools ran consistently lower than for comparable day students. Achievement by the West Evening Academic High School group was definitely superior, both in achievement gains and absolute achievement, to comparable day students. Regardless of age or intelligence, older students clearly tended to get higher grades. Students in evening high school academic courses do very well; their credits should be accepted on a par with day credit. Maturity and serious purpose appear to be strong factors in the learning success of evening students, and educational administrators should build on this advantage. Any hesitancy in providing educational opportunities for adults should not be based on lack of confidence in adult learning capacity.

*425 EMERGING ADMINISTRATIVE PRACTICES IN ADULT EDUCATION IN PUBLIC SCHOOLS. Repole, Frank R. Columbia University. Ed.D. 168 p., 1955.

Intended as a reference aid to both novice and experienced adult education administrators, this study compiled public school adult education administrative practices in the categories of program planning, recruiting, scheduling, financing, and developing community partnerships. Questionnaire interviews were held with administrators, chosen for resourcefulness, imagination, and ingenuity, who headed 35 programs which were doing an unusually good job of achieveing educational purposes and objectives within the limitations of a given setting. Attention was given to emerging techniques for reaching all segments of the community; emerging practices in responsible financial stewardship (financial support, accounting, reporting); individual and community differences in approaches to program administration and improvement of services; practices used in integrating and coordinating community resources; and variations in patterns of cooperation. Such aspects as admission criteria, registration and recordkeeping, guidance and counseling, evaluation, and inservice teacher training and leadership development, were covered. Findings revealed the emergence of professional leadership and understanding which might help produce a unified, coordinated, continuous adult education system; and administrative patterns marked by penetrating community analysis of needs and resources, the functional approach to planning and instruction, emphasis on broad participation, and an expanding concept of the community.

426 ADMINISTRATION AND SUPERVISION ON PUBLIC SCHOOL ADULT EDUCATION CITIES OF 10-25,000 POPULATION IN THE STATE OF NEW MEXICO. Richard, Clarence W. Nebraska Teachers College. 23,924. 286 p., 1957.

The purpose of the study was to establish and develop practices and procedures to be used in the administration of public school adult education programs in the cities of New Mexico of approximately 10,000 to 25,000 population. Public schools of New Mexico in cities of 10,000 to 25,000 were surveyed and twenty United States public schools in cities similar sizes were studied to obtain data. A literature survey provided information on the prevailing judgment of experts in the field. Among the salient characteristics of successful adult education programs were: (1) the board of education accepts and actively supports the adult education program; (2) the superintendent of schools accepts direct responsibility for the adult education program; (3) a competent, well-paid director with sufficient time allowed to direct the adult education program is assigned the responsibility for conducting the program; (4) the adult education program is financed in a business-like manner and is an integral part of the total responsibility of the public school; (5) a coordinating council is accepted, organized, and used in an advisory capacity; (6) a philosophy that recognizes the objectives of the program on the local level is adopted; (7) course offerings based on needs and wishes of the area to be served are deemed imperative; (8) a competent, well-qualified staff is secured and paid sufficiently well in order to retain the individuals; and (9) there is a plan for publicizing the program.

*427 ORGANIZATION AND ADMINISTRATION OF INFORMATION SERVICES IN LAND-GRANT INSTITUTIONS. Thomas, Kenneth Eugene. Wisconsin University. 61-2984. 240 p., 1961.

This study was concerned with exploring, describing, and analyzing relevant factors associated with the following aspects of information services in land-grant institutions: (1) organizational structure; (2) administrative relationships; (3) functions, responsibilities, and objectives; (4) personnel qualifications and characteristics; and (5) problem areas. Data were obtained from heads of information services in 47 of the 50 states through the use of mail questionnaires. The following were among the findings and conclusions: In recent years there has been a trend toward increased centralization of information services. The major reasons for administratively centralizing information services were: (1) to more effectively and efficiently utilize personnel and other resources; (2) to comply with the basic principles of administrative organization; and (3) to put into effect an expanded information program. There was considerable variance between the extent to which heads of information services believed they should participate in policy and program formulation and their actual involvement. There was a high correlation of perceptions between the different categories of heads of information services regarding the relative importance of function, responsibilities, and objectives of information services. Predominant factors responsible for the degree of success attained by the centralized information services were: (1) staff competency; (2) organizational structure; (3) quality of administrative leadership; (4) top-level administrative support; and (5) available facilities and resources.

*428 TOWARD THE IDENTIFICATION AND SELECTION OF CERTAIN PRINCIPLES OF ADMINISTRATIVE ORGANIZATION WITH POSSIBLE APPLICATION TO A STATE COOPERATIVE EXTENSION SERVICE. Warren, Hoyt Mitchell. Cornell University. Ed.D. 62-5822. 586 p., 1962.

The purpose of this study was to select principles of administrative organization considered applicable to a state cooperative extension service, and to determine the degree of acceptance and verification of these selected principles by a cross section of extension personnel. A research tool was developed and used to gather information. Selected principles were presented to 49 extension service directors for verification. Verified principles were presented to extension workers for acceptance or rejection. The main propositions were concerned with organizational structure, staff responsibility, allocation of authority, adaptation to changes, decision making process, and goals. All principles and propositions were verified by a majority of judges and respondents. The degree of verification and acceptance of the principles varied between groups and subgroups. (The tool is included in the appendix).

429 A STUDY OF THE ORGANIZATION, ADMINISTRATION AND SUPERVISION OF THE CURRICULUM IN ADULT EDUCATION IN THE UNITED STATES. Williams, Stanley White. University of Southern California. Ed.D. 357 p., 1949.

The investigation dealt with factors involved in the organizing of adult courses of study in selected evening schools, how each program was administered and supervised, and the professional background of the administrators in these schools. Findings and conclusions were outlined concerning (1) the professional training and experience, inservice training, and job status of adult education administrators; (2) how to organize the program to meet community needs; (3) the utilization of community and teacher participation; (4) curriculum publicity for prospective students; (5) specific administrative procedures and tasks (fee collecting, enrollment, attendance records, etc.); (6) supervision and inservice training of teaching staffs; (7) counseling services for course selection; (8) criteria for continuing or discontinuing a class; (9) qualities that adult education administrators desire in teachers; and (10) classes that had high community demand but doubtful educational value. Recommendations on desired professional background, organizing curricula, attracting clientele, administering and supervising the curriculum itself, and evaluating programs and personnel, were formulated accordingly.

430 DISCREPANCIES IN ROLE EXPECTATIONS FOR THE SUPERVISORY POSITION-A CONCERN OF SOCIAL WORK ADMINISTRATION. Jambor, Helen M. University of Minnesota. 184 p., 1954.

431 SOME IMPLICATIONS OF GROUP DYNAMICS RESEARCH FOR THE MINISTER AS ADMINISTRATOR. Schwartz, Theodore W. Iliff School of Theology. 238 p., 1954.

432 PROCESSES OF ORGANIZATION. Weiss, Robert Stuart. Michigan University. 168 p., 1955.

433 ADMINISTRATIVE ASPECTS OF A COUNTY-WIDE PROGRAM OF REHABILITATION. Ransohoff, Priscilla Columbia University. Ed.D. 1954.

434 A STUDY OF THE INDIVIDUAL-TEACHER CONFERENCE AS A SUPERVISORY TECHNIQUE. Kniseley, Vernal Vester. Ohio State University. 384 p., 1956.

1890 Relations with Governing, Advisory, Clientele Groups

*435 ORGANIZATIONAL AND OPERATIONAL PROCEDURES OF EXTENSION PROGRAM ADVISORY COUNCILS, CHARACTERISTICS OF COUNCIL MEMBERS AND THEIR APPRAISAL OF THEIR COUNCIL OPERATION, IN SELECTED COUNTIES IN OREGON AND COLORADO. Beckstrand, Gordon Lynn. Wisconsin University. 59-3238. 214 p., 1959.

Organizational and operational procedures of extension program advisory councils, characteristics of council members and their appraisal of their council operation, in selected counties in Oregon and Colorado, were the focus of this study. Personal interviews were conducted with 110 advisory council members, and 35 county extension workers in eleven counties of the two states. The following were among the findings and conclusions: (1) generally, council members were not very representative of the county population of the eleven counties to which they were related; (2) members were not being adequately informed of their responsibilities; (3) members assignments were generally not well defined; (4) characteristics of council members included in the study were not highly associated with council members' over-all satisfaction with their councils. Characteristics that seemed to be associated to some degree with members' over-all satisfaction with their councils included: (1) age, (2) sex, (3) education, (4) size of farm, and (5) frequency of members association with county extension programs. There was a higher degree of consensus between agents and supervisors, as to the way they perceived importance and performance of council functions, than between members and agents or members and supervisors. Members and supervisors had the lowest degree of consensus.

*436 THE ROLE OF COUNTY ADVISORY COMMITTEES IN PROGRAM PROJECTION. Gwinn, Samuel Monroe. Wisconsin University. 58-3838. 218 p., 1958.

The purpose of this study was to obtain and appraise information on the characteristics, functions and general organizational and operational patterns of county advisory committees in selected states. Data were gathered by personal interview from 119 advisory committee members and twenty-one county extension agents in twelve counties of four states--Kentucky, Nebraska, Pennsylvania, and Wisconsin. Age, sex, education, occupation, place of residence, land ownership and tenure, association with extension programs and county staff, organization affiliation, and leadership activities were associated with satisfaction of advisory committees. Twelve of the sixteen advisory committee functions studied were considered to be highly important based on the rating made by committee members and county extension personnel. Persons serving on advisory committees with a membership of twenty or more members were more satisfied with the organization and operation of these committees than were those serving on committees ranging in size from ten to twenty members. The highest degree of satisfaction occurred among committee members and agents where the following procedures of organization and operation were present: formal organization of committee, use of subcommittees, use of resource personnel, definite terms of office established, and evaluation and reporting of progress.

*437 A STUDY OF THE CHARACTERISTICS, FUNCTIONS, AND OPERATION OF STATE 4-H ADVISORY COMMITTEES IN SELECTED STATES. Hull, George Ellsworth. Wisconsin University. 59-3260. 361 p., 1959.

This study was designed to locate current state 4-H advisory committees and to determine the characteristics, functions, and methods of committee operation. A secondary purpose was to identify characteristics, function, and methods of advisory committee operation most frequently mentioned in the literature as desirable. Three-fourths of the state level 4-H staff indicated that they would definitely organize an advisory committee if not advised by one at the time of the study. Committee accomplishments most frequently mentioned were: assisted with program planning, assisted with policy formulation, assisted in planning district and state 4-H events, helped two-way communication, and helped develop leader training programs. Characteristics and methods of advisory committee operation most consistly approved by respondents or followed in current committee practice and most often recommended in the literature were: formal committee organization, committee size geographic representation of members, membership rotation plan, regularly scheduled meetings, committee objectives and goals, instruction and orientation for members, preparation of agenda, and preparation of advisory committee reports. Characteristics and method of advisory committee operation most consistently approved by respondents or followed in current practice of state 4-H advisory committees were: compensating members for expenses incurred; sending proposed agenda to members prior to meeting date; preparation of minutes; administrative report to committee.

438 THE USE OF ADVISORY COUNCILS IN VOCATIONAL EDUCATION IN AGRICULTURE. Scott, Marshall Jewell. University of Illinois. Ed.D. 239 p., 1950.

In addition to reviewing the literature of the use of advisory groups in general and agricultural education, the author analyzed in detail the experiences involved (including pertinent attitudes and opinions

167

of local residents) in developing and using an advisory council for the Department of Vocational Agriculture in the Fisher Community High School, Fisher, Illinois. Included were a record of seven years of council experience, information on the community before the council, and some changes which became apparent during and following the period of council activity covered in this study. While serving as a teacher of agriculture at Fisher, the author observed the organization, value, limitations, and needed improvements in the general advisory council Guidance from Professor H. M. Hamlin of the College of Education, University of Illinois, was (especially in the first stages) an important factor in the council's success. Some other contributing factors were the experimental basis on which the council was founded and operated, participant satisfaction gained from working on the council, interest in community study an in new topics or projects, the cross-sectional mode used to select members, and the author's belief in democratic processes. Better relationships with the Board of Education, more systematic recordkeeping at meetings, regular meetings with leaders of agencies serving the Fisher area, and more effective publicity and program evaluation, were among the improvements needed.

2200 LEARNING ENVIRONMENTS

2210 Community Education and Development

439 VISIBILITY OF COMMUNITY LEADERS. Abu-Laban, Baha R. Washington University. 60-5954. 160 p., 1960.

The panel and interview technique was used to determine the top community leaders in Chehalis, Washington. A random sample of community residents determined the extent of awareness of these leaders. It was found that leader visibility was dependent on the interaction between the perceiver and the object perceived, thus the position which each of them occupied in the social structure becomes a crucial element in the determination of leader visibility. Positional characteristics of the residents which enhanced their awareness of community leaders included social participation, social class, employment status, length of residence in the community, and sex. Social participation of the leaders and the publicity which they received were significantly related to leader visibility. Leader popularity was related to the leader's definition of his role and was a function of perceived influences in the community, instrumentality, belongingness in the leadership group, efficacy, and community support. It was concluded that the panel method as a relatively short-cut technique for identifying leaders is valid since panel members possess the positional characteristics for identifying leaders.

*440 THE COMMUNITY DEVELOPMENT APPROACH IN EXTENSION WORK IN TENNESSEE
Dickson, Lewis Harper. Cornell University. Ed.D. 59-2692. 143 p., 1959.

This study was concerned with the rural community development program in Tennessee. Community development as an aspect of extension work came into prominence in 1944 with the initiation of the East Tennessee Community Improvement Contest. Starting with sixty-four communities in fifteen East Tennessee counties, the contest centered, multi-interest community improvement program soon spread across Tennessee as well as to thirteen other states in the Southeast. In 1955, over eight hundred rural communities in Tennessee were participating in this program, which emphasized organized planning and action to improve farming, family living, and community life. Extension's educational responsibility in community organization and development was to develop intelligent leadership and to assist people in forming good habits of organization and group action. The extension worker's role in community development was that of a professional leader and in this role he functioned primarily as a stimulator and educator of the community group. The community development approach enabled extension workers to reach a large number of people, and it also provided an excellent opportunity for the development of group leadership. It supplemented rather than replaced other approaches used in extension education.

441 A PATTERN FOR ADULT EDUCATION: COMMUNITY SURVEY AND PROGRAM.
Herbert, Louis. New York University. A44-656. 196 p., 1943.

The objectives of this study were to: (1) demonstrate the value of a community survey technique in planning adult education for an ailing urban community; (2) analyze community resources and their implications for adult education; and (3) determine relevant responsibilities and opportunities of public schools. Procedures used included: analysis of demographic data; community survey; description of community structure; and study and presentation of implications for a pattern of adult education in this typical ailing urban community. The area contained thirty-five New York City blocks, a neighborhood extending from the north side of Third Street to the south side of Ninth Street, from the east side of Third Avenue to the west side of Avenue D, in the borough of Manhattan. Characteristics of the area were: there was a dearth of community services and of purposeful adult education; the locality was rapidly becoming depopulated; three significant problems for the adult educator were family relationships, health and recreation, and Americanization; current educational programs of community agencies were not conceived as adult education per se. Leading citizens suggested new policies and programs. The following are some of the seventeen recommendations made: the school should assume a new relationship to the community and to extra-school educational activities; adult education for the neighborhood should be carried on through a community center and council; the use of volunteers, information service and guidance should be implemented.

*442 AN EXPERIMENTAL APPROACH TO THE ORGANIZATION OF METROPOLITAN WASHINGTON'S COMMUNITY RESOURCES IN ADULT EDUCATION. McKay, Olive Jean. Columbia University. Ed.D. 278 p., 1960.

After deciding that it would be impractical to form a new coordinating body for community adult education in greater Washington, D.C., the author sought to influence existing organizations to identify themselves with adult education, and to harmonize their purposes with those of related organizations. She reviewed past efforts at coordination and formulated a plan having community development as its functional core. She the assembled a select group of persons interested in community development and thereafter worked with them as a participant-observer and general facilitator. Her collaborator was a librarian who acted as the "inside inventor" (community leader). The Adult Education Club of Greater Washington, founded in 1954, was designated as the coordinating body. The club apparently owed its vigorous longevity, compared to similar previous groups, to avoidance of complex structure, heavy dues, elaborate constitutions, or ambitious projects. Laymen and professionals tended to cooperate effectively and agreeably. However, in a statement of purpose, they substituted "promote cooperation with" for the word "coordinate". As originally hoped, the club showed promise of furthering the "expression of creative imagination and organizational competence".

*443 THE RELATIONSHIP BETWEEN PARTICIPATION IN THE COMMUNITY SELF-HELP ASSOCIATION AND PARTICIPATION IN POLITICAL ACTIVITY. Maccoby, Herbert Henry. Columbia University. 13,982. 209 p., 1955.

A case study of one community self-help group--the Warren County-Front Royal Recreation Association, Incorporated--showed that there is a relationship between affiliation with the recreation association and participation in political activity. Persons affiliated with the recreation association as financial contributors and service participants were more active politically (as measured by voting in government elections) than were other persons in the community. Furthermore, the service participants most active in the association were most active politically. The increase in voting activity of affiliated persons subsequent to their participation in the recreation association was relatively greater than the increase by unaffiliated persons in the same period of time. However, data from interviews minimized the possibility that this difference was an effect of participation in the association. The potentials of the recreation association as a framework within which participants might have learned to perform their role as democratic citizens more effectively, as measured by their participation in the election process, were not realized. However, interviewed participants stated that the association had resulted in their becoming better acquainted with each other and with their community, and that the association served as a stimulating example for other community groups.

*444 THE COORDINATING COUNCIL MOVEMENT IN LOS ANGELES COUNTY AND ITS IMPLICATIONS FOR ADULT EDUCATION. Mezirow, Jack D. California University. Ed.D. 617 p., 1955.

To examine objectively the relationship of certain major variants of urban society with the survival and effectiveness of the co di-nating council, a research technique which formulated indexes based upon mutually dependent variables was adapted. Two variables were in the index of social rank; three were related to urbanization. The former were composed of occupation and education; the latter the ratio of children to women of child-bearing ages, proportion of women over fourteen years of age in paid occupations, and proportion of detached, single family dwelling units. Only 36 of 121 communities were found to be without coordinating councils. The largest number of councils was found in communities of low-middle social rank and urbanization. "Excellent" councils were found in communities of lowest urbanization and social rank, highest urbanization and social rank, and highest population mobility. Generally, the major criticisms of the councils were validated by this study. Over their 22 years of existence the councils failed to concern themselves with other than immediate, local problems pertaining to the welfare of youth. Their activities were chiefly in interstitial areas not being adequately served by existing community agencies. It was recommended that: (1) the council movement be institutionalized on the national level; (2) the Adult Education Association of the U.S. sponsor leadership training and dissemination of information; and (3) a permanent state headquarters be set up within the Bureau of Adult Education.

*445 A STUDY OF THE WILD ROSE COMMUNITY COUNCIL AS A MEDIUM FOR COMMUNITY DEVELOPMENT. Morgan, Julia Elizabeth. Wisconsin University. 60-3243. 266 p., 1960.

To assess the Wild Rose Community Council as a medium for community development, the researcher used a set of hypotheses based on a literature search. Data revealed that: (1) the council adhered to the guideline that a council needs to be in general agreement as to what the most important purposes should be; (2) there was need for more effective communication between members at meetings and between the council and its member organizations; (3) the council adhered to the guideline that a community council should keep the people of the community informed on council activities; (4) there was no evidence that the council tried continuously to enable the community to become involved in the identification of the needs of the community; (5) the council did not involve the majority of citizens in working on community problems; (6) the council was not trying to develop effective leadership; and (7) it was difficult to determine whether the council was evaluating its program and actions continually and whether it considered this a vital part of the organizational process.

*446 COMMUNITY ORGANIZATION AND ADULT EDUCATION. Shangold, Benjamin. Columbia University. Ed.D. 139 p., 1957.

Action research was conducted in Niagara Falls, New York, (1) to discover how to sensitize citizens to community needs, group relationships, and institutional influences (especially the public school role) in civic improvement and adult education; (2) develop citizen awareness and insight regarding potentialities for new forms of social organization in these areas; and (3) obtain data on group life and communications networks. The author used a community social survey, viewing it as a potent instrument for developing effective citizenship and a responsible public with a capacity for democratic social planning. Personal characteristics and participation behavior were covered, along with opinions as to needed improvements. After the survey, evaluations were made of its impact on local residents in terms of the criteria of social awareness, social inquiry, communication, community identification, and social action. Respondents showed greatly increased awareness and understanding of community problems and needs, and more ideas for improvements through community organizations and adult education. Other outcomes included a broader, less formalized view of adult education, greater confidence in expressing opinions, greater insight into communication and cooperation within communities, and a fuller knowledge of differences and likenesses among segments of the community.

*447 THE RESPONSIBILITY OF GREENWICH HOUSE FOR COMMUNITY ORGANIZATION AND DEVELOPMENT, INCLUDING AN EXAMINATION OF PURPOSE, GUIDES FOR PLANNING AND SOME PROPOSALS. Tyler, Frederick H. Columbia University. Ed.D. 147 p., 1958.

This study presented evidence of the community organization purposes of Greenwich House (Greenwich Village, New York City), together with information and suggestions whereby such purposes could more adequately be met. First came a historical review of the settlement-house movement and of Greenwich House since its founding (1901), followed by features of the contemporary urban community as they currently apply (1958) to Greenwich Village. Some areas of concern were discussed: organizational patterns within Greenwich Village, the nature and importance of autonomous groups, Greenwich House relationships with the public schools, and the House's close ties with New York University. The author also examined possible changes in organization and in administrative lines of communication which might help produce greater emphasis on community organization and development. Proposed steps included the establishment of citizen advisory groups, evaluation of community services and structure, compilation of a new directory of services and organizations, and thorough orientation and instruction of persons volunteering for executive and advisory duties at the House.

*448 ON DEVELOPING A COMMON BASIS OF UNDERSTANDING IN COMMUNITIES. Verner, Coolie. Columbia University. Ed.D. 96 p., 1952.

The present study developed a rationale for preparation of a book analyzing and interpreting the community, and designed a subject matter plan for promoting a clearer understanding of the community by professional and lay leaders. Essential ideas for content and format were drawn from a review of research on communication, continuing education, and community development, as well as from the cumulated experience of adult educators who have achieved some degree of community consensus by participating personally in the educational processes involved. Forms of community study were described, followed by accounts of community development projects by Earlham College and the Universities of Michigan, Virginia, Kentucky, and Montana). Basic community development methods (coordination, stimulation, involvement, self-study, etc.) and kinds of research were defined. Five major principles of community action were then expounded, followed by a set of five criteria for the desired publication. Last came the actual subject outline: (1) Communities and Their People; (2) Importance of Community; (3) Ideas of Community; (4) How the Community Operates; (5) The Community Action Process; (6) A New Look at Community.

*449 INSTITUTIONS OF HIGHER LEARNING IN COMMUNITY IMPROVEMENT: AN APPROACH TO THE ESTABLISHMENT AND OPERATION OF PROGRAMS. White, James R. Columbua University. Ed.D. 49 p., 1951.

Based on studies of community groups and workshops, a literature review, and extensive concentrated visits to colleges and universities offering various types of community service programs, a plan was proposed whereby an institution of higher learning (or conceivably any other large agency with an educational function in community improvement and a broad clientele) could develop and run programs of education and service to community improvement groups. The proposal was expected to offer possibilities for coping in a comprehensive, practical way with certain difficulties, chiefly the tailoring of programs to the special needs, desires, and characteristics of each community. Guidelines for a small, relatively inexpensive "minimum" program were outlined, followed by thoughts on an optimum program for meeting all the opportunities and demands for service which would grow out of a successful "minimum" program. Staffing, program continuity, sources of funds, and the role of a community consultant, were discussed, as well as the benefits which universities would gain from their involvement in community affairs. The need for emphasis on the problem-solving, process approach was stressed throughout.

*450 A PROPOSAL FOR DEVELOPING PROCEDURES FOR THE COMMUNITY PROGRAM OF GRAMBLING COLLEGE OF LOUISIANA. Carpenter, Henry David. Columbia University. Ed.D. 187 p., 1961.

After reviewing the history of cooperative endeavor by colleges and their communities in the United States and several other countries, the author traced the development of Grambling College since its founding in 1901 as a Negro industrial and agricultural school, analyzed its recent adult education and extension activities (1953-57), and formulated a proposal covering procedures for a broad community-oriented program serving the entire state. Although the college's official statement of philosophy suggested a very close relationship between college and community in terms of community education and improvement, this study failed to uncover any substantial, ongoing program commensurate with that philosophy. However, various classes, clinics, and workshops were noted, and many other activities and services (including adult educator training, professional continuing education, and community studies) were at least in the planning stage. Accordingly, detailed guidelines were set forth for a community adult education curriculum, preservice and inservice teacher training, professional faculty inservice education for community involvement, leadership education and community organization, and continuous program evaluation.

*451 METHODS OF COMMUNITY ORGANIZATION IN URBAN RENEWAL. Day, Elizabeth Cooper. Columbia University. Ed.D. 116 p., 1958.

By comparing and analyzing urban renewal experience in different cities, the author investigated the common problems of community organization in the fight to reverse the trend to blight, common ways of organizing to meet these problems, and the conditions, principles, and methods which determine success or failure. After briefly discussing the concept of urban renewal, its origin, its development, and its present operation, the author presented a case study (with detailed findings) on New York City's West Side Renewal Area. He then discussed programs in other cities, with close attention to the Philadelphia program and brief comparisons with Detroit and Boston. It was found that communication between citizens and city governments requires a structure enabling individuals and small local groups to make known their needs and desires, their approval and disapproval, and providing a channel through which to interpret to neighborhoods the city's role and their own relationship to the city. Moreover, the basic unit of such a structure had to be a small group (i.e., residents of a block) which could conveniently meet face to face; representatives from these small units and from main community groups could work together and mobilize resources through neighborhood councils.

Interviews and other approaches stimulated mutual concern and combined effort to improve family and community life; successes would then lead to confidence, growing support, and new leadership, followed by wider involvement and action.

*452 COMMUNITY STUDY AS A BASIS FOR PROGRAM PLANNING IN ADULT EDUCATION. Hand, Samuel E. Florida State University. 56-3703. 128 p., 1956.

Thirty-four published guides to community study were analyzed to formulate an approach to community study. The principles of operation to guide adult educators in their relationships with the community were delineated: local programs of adult education should arise from local needs, and be fitted into the social structure of the community; democratic principles must govern the methodology used, enabling participants and educational agents to cooperate in the planning; and such adult programs must be devoted to the enhancement of enlightened citizen participation. The evolution of the concept of community and its current meanings and concepts, the relationship of the individual and community, and purposes and benefits of community study for the adult educator are also reviewed.

*453 THE HISTORY OF COMMUNITY DEVELOPMENT IN AMERICAN UNIVERSITIES WITH PARTICULAR REFERENCE TO FOUR SELECTED INSTITUTIONS. Jones, Bertis Lee. University of California (Los Angeles). Ed.D. 362 p., 1961.

Beginning with contributions of the lyceum movement, Chautauqua, and University extension to community development, this study went on to discuss the relationship of agricultural extension to community development; pilot projects and popularizers who furthered the implanting of the community development concept in universities; similarities and differences (personnel characteristics, etc.) among current programs; case studies covering major aspects (background, philosophy, community setting, methods, administration) of community development programs at the University of Virginia, the University of Nebraska, Southern Illinois University, and Earlham College; and the relationship of community development to adult education. A comparative analysis was also made of the above mentioned university programs. Major conclusions: (1) the community development concept in universities has a solid historical basis in both theory and practice; (2) university extension and agricultural extension helped make direct community service a function of higher education; (3) workers entering community development differed widely in training, experience, and personal convictions; (4) community development leaders agree closely on basic principles; (5) community development methods are conditioned by institutional trends and policies, program directors' convictions, and community settings; (6) the four programs described here lack strong faculty support.

*454 THE AGRICULTURAL EXTENSION SERVICE COMMUNITY DEVELOPMENT PROGRAM IN GEORGIA. Lancaster, Josephas Jackson. Cornell University. Ed.D. 60-607. 176 p., 1959.

The Georgia Community Development Program is a medium of agricultural extension teaching involving community improvement. The chief difference between the Georgia program and those in other Southeastern states appeared to be in the areas of sponsorship and awards schemes. A survey of recognized leaders in 16 rural communities in the Atlanta and Chattanooga program areas indicated a number of differences between currently active and inactive clubs. Leaders in active clubs were younger, usually male, had children, were better educated, and had been community residents for a short time. Communities having active clubs tended to have more families living within their boundaries and had more adequate community facilities and services. Active clubs appeared to be more efficiently organized, utilized a greater number of committees in their project activities, and worked on a greater and more widely diversified range of projects. They had better planned and publicized meetings and used the services of more outside agencies than did inactive clubs.

455 AN ANALYTICAL AND DESCRIPTIVE STUDY OF COMMUNITY LEADERSHIP TRAINING PROGRAMS SPONSORED BY EXTENSION DIVISIONS IN STATE UNIVERSITIES BELONGING TO THE NUEA. Lackey, Katharine. University of California (Los Angeles). Ed.D. 253 p., 1951.

In addition to reviewing skill-centered community leadership training through university extension in the United States, this study analyzed the purposes, administration, methodology, instructional materials, content, and results of specific programs. Courses (mostly short-term, noncredit intensive sessions) were primarily designed to increase human relations skills and were often given by a community services department. Training was geared to social action in the community. Group discussion was the basic method; however, an integral part of training was practice in using techniques designed to increase participation, encourage analysis, and expedite problem-solving. Leadership was treated as a group function and a responsibility to be shared. A need was found for increased interpretation of underlying program philosophy; better methods for selecting potential leaders; improved text materials; consideration of ways to expand university extension service in training "indigenous leaders"; and scientific evaluation of results in communities. Training has apparently influenced community leaders' attitudes and enhanced their human relations skills, but its impact on community life and socioeconomic conditions is still unclear.

*456 AN INQUIRY INTO INFORMAL GROUPINGS IN A METROPOLITAN AREA (WITH IMPLICATIONS FOR ADULT EDUCATION FOR COMMUNITY IMPROVEMENT). Doddy, Hurley Herman. Columbia University. Ed.D. 97 p., 1951.

This study investigated informal associations in the Manhattanvill-Harlem area of New York, with emphasis on procedures for identifying such groups and obtaining information on their origins, organization, activities, and relation to other groups. Local residents, especially proprietors of small businesses, were the best information source for identifying and making contact with the groups. A direct relationship was found between the presence of informal groups and the stability of the population. Four factors proved important in the association process: proximity, special circumstances, security found in the company of others, and personal attraction between individuals. Developmentally, the groups passed through stages designated as (1) a collection of individuals, (2) a "habit group", and (3) a "purpose group". Fixed responsibilities, selectivity, membership fees, a common fund, and statements of purpose were typical features. Activities ranged from conversation to sports, hobbies, and plays. Relationships with other informal groups were mainly through mutual support of sponsored activities. Implications for adult educators include the need to reestablish communication between the people and their institutions, to know personally those involved in community efforts, and to make every community improvement experience a learning situation.

457 A STUDY OF THE COMMUNITY PARTICIPATION OF INDUSTRIAL EDUCATION TEACHERS OF HOUSTON, TEXAS. Steele, Henry Benton. University of Houston. Ed.D. 218 p., 1957.

458 A HANDBOOK FOR COMMUNITY WORKERS. Forman, Sandra C. Columbia University. 1961.

459 ADMINISTRATIVE PATTERNS IN SELECTED COMMUNITY PROGRAMS IN NEW YORK CITY. Fletcher, Warner G. Ed.D. 84 p., 1951.

460 A PROGRAM FOR THE CHARLOTTE-MECKLENBURG SCHOOLS IN WORKING WITH ORGANIZED GROUPS IN THE COMMUNITY. Folk, Chris Evans. Columbia University. Ed.D. 185 p., 1962.

461 URBAN-SUBURBAN CONTRASTS IN SOCIAL PARTICIPATION: A STUDY OF NEIGHBORING NEW YORK CITY AND NASSAU COUNTY. Fava, Sylvia Fleis. Northwestern University. 165 p., 1956.

462 A STUDY OF LEADERS AND LEADERSHIP IN A DEVELOPING FRINGE COMMUNITY WITH IMPLICATIONS FOR EDUCATIONAL LEADERS IN FRINGE COMMUNITY SCHOOLS. Milbrath, Cyril Merton. Michigan State University. 251 p., 1957.

463 CRITERIA FOR THE INTENTIONAL COMMUNITY: A STUDY OF THE FACTORS AFFECTING SUCCESS AND FAILURE IN THE PLANNED, PURPOSEFUL, COOPERATIVE COMMUNITY. Kramer, Wendell Barlow. New York University. 291 p., 1955.

464 INTERACTION PATTERNS OF ADULTS IN A NEW ENGLAND TOWN. Malcolm, Donald Jack. Harvard University. 271 p., 1951.

465 SOME RELATIONSHIPS BETWEEN FORMAL ORGANIZATIONS, COMMUNITY PROBLEMS AND LEADERSHIP. Mulford, Charles Lee. Iowa State University of Science and Technology. 187 p., 1962.

466 THE PRODUCTION OF A COMMUNITY DEVELOPMENT FILM (RACINE LAKESHORE DEVELOPMENT) AND ITS EFFECT ON OPINIONS OF LOCAL VIEWERS. Page, James Lee. University of Wisconsin. 59-1403. 1959.

467 HELPING STUDENT TEACHERS DEVELOP AN UNDERSTANDING OF COMMUNITY LIFE AND ORGANIZATION. Stevenson, Robert James. Columbia University. 1958.

468 THE PATTERN OF COMMUNITY LEADERSHIP IN URBAN REDEVELOPMENT: A PITTSBURGH PROFILE. Auerbach, Arnold J. University of Pittsburgh. 139 p., 1961.

*468A THE COMMUNITY OF RUTHERFORD. Cowles, Imogene Neer. Columbia University. 1939 (?)

See also: 2230 Rural communities; 5280 Literacy training--abroad; 5500 Community services; 5550 Community development programs--abroad

Related: 6700 Agriculture, home economics; 7150 Cross-cultural training

2230 Rural Communities

*469 THE POSSIBLE ROLE OF ADULT EDUCATION IN DEVELOPING THE EGYPTIAN RURAL COMMUNITIES. Zaki, Elsayed Gamal. Indiana University. Ed.D. 331 p., 1958.

An investigation was made of the possible role of adult education in Egyptian rural development. This involved studying the impact of Egyptian politics, religion, and education, especially the history, basic concepts, and practices of that nation's adult education movement; examining the role of adult education in community development in Burma, India, and the United States; and reviewing the Tahreer Project, in which adult education is being intensively used to establish and develop new planned communities in Egypt. General conclusions were: (1) democracy did not evolve within, but was grafted onto, Egyptian society; (2) contacts with the West led to a cultural gap between urban and rural areas; (3) rural adult education in Egypt is largely limited to abolishing illiteracy; (4) adult education in its broadest sense plays a vital role in American, Indian, and Burmese community development. More research is needed on personality formation in Egyptian society and culture, the proper role of religion in Egyptian society, and written communication as a means of rural development. Greater effort is needed in behalf of sound rural adult education, and the Tahreer project experiment should be used to test the validity of program planning principles recommended by the author. Egyptian colleges and universities should offer professional study in adult education.

*470 AN EVALUATION OF THE RURAL DEVELOPMENT PROGRAMS OF IRAQ. Al-Bassam, Hassan Kadhum. Cornell University. 60-606. 405 p., 1959.

In addition to describing and analyzing the social and economic systems of rural Iraq, this study sought reasons for the failure of two national rural development efforts (agricultural extension and village development) and two local pilot projects (fundamental education and rural improvement) to help the rural population overcome poverty, disease, and ignorance. An intensive and exhaustive literature review was conducted, together with interviews with rural development experts. The author also drew upon his own field experience. Iraqi society was found to be largely tribal and traditional, with heavy rural dependence on agriculture, much sharecropping, low productivity, and a close interplay between agriculture, religion, and social relationships. It was also found that the development programs had been largely ineffective because of the land tenure system prior to the 1958 revolution, excessive dependence on foreign technical assistance, insufficient facilities and trained personnel, low involvement and participation by the people, a lack of interdepartmental cooperation and coordination, little genuine government support, and related factors. All that was accomplished was the provision of limited services to about 30% of the rural population.

*471 AN ANALYSIS OF THE COMMUNITY 4-H CLUB. Artis, Rudolph Douglas. Cornell University. Ed.D. 62-5834. 149 p., 1962.

This study sought to describe community 4-H clubs, the basis for their organization, and essential elements in their operation. Twenty-five clubs were selected in North Carolina involving 48 Extension agents (usually one man and one woman per county) and 41 local 4-H leaders. A two part questionnaire was sent to 4-H club agents in New York State. Some major findings and conclusions were: (1) New York State averaged 61 clubs per county and 12.7 members per club; (2) leaders and members' homes were the primary meeting places; (3) the majority of clubs in North Carolina met once a month, while New York clubs tended to meet twice a month; (4) the majority of New York clubs had one organizational leader and two project leaders; (5) clubs organized by similar project interests and/or similar age levels were given priority by agents in both states; (6) program development, training of local 4-H leaders, and countywide coordination of club activities are the chief responsibilities of Extension agents conducting community 4-H club work; (7) the main factors in successful club operation are local leaders who can conduct meetings, member participation in club management, and the holding of regular meetings throughout the year.

*472 THE ROLE OF THE OHIO FARM BUREAU FEDERATION AND ITS NEIGHBORHOOD COUNCILS IN RURAL ADULT EDUCATION. Friesen, John K. Columbia University. 178 p., 1948.

The study focused on the educational role of the Ohio Farm Bureau, with emphasis on neighborhood and community levels. The Bureau's history was traced from its inception in 1919 up to 1947, including the shift in emphasis from agricultural services to legislation and economic reform, the impact of two depressions, and organizational changes. Aims and policies based on an orderly plan of organization, study, and action, were noted, along with consideration for the general good as well as the welfare of members. Major subject areas were producer, consumer, and civic education; home and community; youth interests; and organization and leadership. Farm Bureau publications, films, and radio broadcasting activities were evaluated. Leadership training, legislation, youth work, and other major activities were described, followed by an outline of organization, administration, membership, and financial support. Based on a June, 1947, survey, characteristics of local advisory councils and their participants were also presented. Major accomplishments in organization building, creating civic awareness, increasing economic welfare, planning for social welfare, promoting roup discussion and action, and improving program content, administration, and cooperation, were found.

*473 POSSIBLE AREAS OF AMERICAN FRIENDS SERVICE COMMITTEE COOPERATION IN THE INTEGRAL RURAL DEMONSTRATION AREA IN EL SALVADOR. Pfrommer, Viola G. Columbia University. Ed.D. 94 p., 1953.

After presenting a brief cultural and socioeconomic profile of El Salvador, the author described the first year of the Integral Rural Demonstration Area in the San Andres Valley, and suggested possibilities for American Friends Service Committee (AFSC) cooperation in the demonstration area. The IRDA represented a unique effort by El Salvador and four specialized United Nations agencies to concentrate forces within a limited area on a comprehensive health program and underlying socioeconomic conditions. In addition, health and agricultural personnel were being trained. It was concluded that the lasting value of the IRDA will depend partly on the extent to which lessons learned during the initial period are incorporated into the program. (Examples included the need for improved coordination machinery at all levels, training of local leaders, local community participation at all planning stages, translation of expert advice to the local level, and the exercise of good will in social change.) Numerous opportunities were seen for AFSC cooperation in the IRDA and elsewhere on such concerns as agriculture, education, construction, community activities, home industries, home management, library services, day care, medical and nursing services, sanitation, visual aids, and human relations. Attention to personal relationships and attitudes was urged, and criteria were outlined for judicious selection of AFSC personnel.

*474 A FIELD MANUAL FOR AMERICANS ENGAGED IN RURAL DEVELOPMENT ABROAD. Prawl, Warren Leslie. Cornell University. Ed.D. 62-2480. 343 p., 1962.

The purpose of the study is to present the ideas, experiences and judgments of authorities in rural development in the form of a concise manual to be used by those engaged in rural development. Topics suggested by the author were examined by 47 experienced workers who evaluated their relative importance and offered further topics which were incorporated into a manuscript which was reviewed by 15 experts in rural development. Their suggestions were included in the final draft. The early chapters attempt to provide the agent of change with an elementary knowledge of a few basic theories, concepts and rules of operation from the disciplines of sociology and cultural anthropology. Another chapter is devoted to the rural development process in which the 'why' of rural development work elaborated. The requisites of rural development are also explored. Points to be considered in the selection and formulation of projects are discussed along with the three operational phases of any project or program, i.e., initiation, full scale operation and withdrawal. One chapter is devoted exclusively to the planning of programs and another to their execution. The need for records and reports is stressed and evaluation is treated briefly.

*475 THE RURAL COMMUNITY AND ITS "DEVELOPMENT" IN THE ARAB WORLD. Khoury, Mounir Habib. Cornell University. 59-684. 183 p., 1958.

The main objectives of this study were twofold: first, to examine the relative effectiveness of some of the existing Rural Development programs in the Arab World; second, to gain a better understanding of the problems of change and development that confronted the changing rural community in the Arab World when the study was written. The study was divided into two principal part. Part I set the stage by briefly discussing the geographic and historic background of the so-called Arab World. The second part of the study dealt with three major approaches to rural development, widely used in the Arab World. Regarding the first approach, the Socail Center, the study sketchily traced the history and development of this institution to the then present time and discussed the way in which it rendered its services to rural people. With respect to the Extension approach, the American product had spread more widely over the Arab World than any other rural development program. However, Extension had not been accepted unconditionally by any of the Arab states. Community Development, the third approach, was gradually taking root in the Arab cultures. No Arab country had, up to the time of the dissertation, adopted this concept either fully or partially; all community development programs were undertaken on a small experimental basis either by national governments or by private organizations.

476 MASS ADULT EDUCATION FOR A RURAL INDIA. Ribeiro, Lyra de Rangel. Harvard University. Ed.D. 251 p., 1946.

This study was designed to stimulate thinking toward suitable methods for rural adult education in India. A historical survey of educational policy in British India led to two conclusions: (1) it is an error to impose forms of education alien to the people's environment, lacking in easily perceived benefits, and requiring far more patience and effort than can realistically be expected; (2) it is ultimately self-defeating to popularize an educational system by attaching external rewards such as certificates, degrees, or government positions. Other evidence indicated that adult education requires its own distinctive methodology, that adult schools require provisions for adequate inspection and evaluation and for improvement, and that a nationwide funding and coordinating agency is needed. General conclusions: (1) the government holds paramount responsibility for developing an educational structure; (2) the chief purpose of education is not to impart reading and writing skills per se, but to improve personality and enhance the possibilities of community living; (3) the first prerequisite for rural development is to educate the people to be masters of their own destiny through a program of integrated economic, civic, social, and cultural activities.

477 CHANGING PATTERNS OF SOCAIL ORGANIZATION IN A RURAL PROBLEM AREA OF URUGUAY. Proctor, Charles H. Michigan State University. 301 p.,

1957.

478 THE VILLAGE INSTITUTE MOVEMENT OF TURKEY: AN EDUCATIONAL MOBILIZATION FOR SOCIAL CHANGE. Berkes, Fay K. Columbia University. 1960.

479 A STUDY OF CONTACTS AND CHANGES AMONG DIFFERENT GROUPS OF RURAL PEOPLE SERVED BY DIFFERENT TYPES OF EXTENSION WORKERS IN A PROGRAM OF RURAL DEVELOPMENT IN NORTH INDIA. Chitambar, John Benedict Yesuprakash. Cornell University. 377 p., 1958.

480 LEADERSHIP AND SOCIAL STRUCTURE IN A NEW YORK RURAL COMMUNITY. White, James E. Cornell University. 1948.

481 SOCIAL FACTORS AFFECTING PARTICIPATION IN RURAL ADULT EDUCATION PROGRAMS. Chang, Hsi-Kee. University of Wisconsin. 1946.

482 MASS ADULT EDUCATION FOR A RURAL INDIA. Robeiro, Lyra De Rangel. Harvard University. 1946.

See also: 2210 Community Education and Development;
5500 Community services; 6700 Agriculture and home economics.

2240 Urban Environments

*483 A STUDY OF CITIZEN PARTICIPATION ON URBAN RENEWAL AND ITS RELATIONSHIP TO ADULT EDUCATION. Lewis, Gerda Johanna. Cornell University. 22,203. 449 p., 1957.

This study assessed the importance of citizen participation in urban renewal, examined and described current programs of citizen participation, and determined the role of public adult education in assisting with citizen participation in urban renewal. A questionnaire, "A Survey of the Extent and Form of Citizen Participation in Urban Renewal," was sent to local urban renewal directors in 91 cities with urban renewal programs as of July 31, 1956, to obtain information on the then current status of citizen participation. A second questionnaire, "Public Adult Education Assistance in Urban Renewal Programs," was sent to public school adult education directors in the same cities, to determine the extent to which public school adult education facilities had been used in cooperation with citizen participation in urban renewal. These were among the findings: community-wide participation and participation by organized groups far outweighed participation at the neighborhood level; participation was generally confined to the stage of urban renewal where public support was needed for a specific project, and also at the execution stage of the project; and a predominance of informational and public relations techniques had resulted in a passive type of participation. It was concluded that public school adult education was ill-equipped to perform more than limited functions of assistance to urban renewal. It was handicapped by tradition, and lack of trained personnel and funds among other things.

484 THE URBAN LEAGUE, A DYNAMIC INSTRUMENT IN SOCIAL CHANGE: A STUDY OF THE CHANGING ROLE OF THE NEW YORK URBAN LEAGUE, 1910-1960. Lewis, Edward Shakespear. New York University. 334 p., 1960.

The author examined the changing role and purposes of the New York City Urban League from 1910 to 1960, and described the ways in which the League has tried to implement these purposes. It also tested the assumption that an interracial community agency--or any other agency--remains dynamic to the extent that it has the freedom to evaluate and continuously alter its program. It was found that the League's role has changed profoundly, especially since 1940. This latest period has been marked by administrative reorganization, expansion within and into other boroughs, and new educational activities, as well as by continued work in the traditional areas of housing, education, employment, and health services. Heretofore, it had been viewed by most social-work leaders as strictly a service agency to help Negroes adjust to an urban environment. However, a major function of the Urban League today (1960) is to persuade government-supported agencies to do a job which the League cannot possibly do alone. The Urban League has missed various opportunities over the decades to make important and necessary program changes, only to have changes in program and direction forced on them by overwhelming community pressures or by major events such as wars, depressions, and Supreme Court decisions.

See also: 2210 Community Education and Development; 2230 Rural communities; 5500 Community services; 5550 Community development programs -- abroad.

2300 Residential Education

*485 ACTUAL AND POTENTIAL PARTICIPATION IN LIBERAL ADULT EDUCATION IN SELECTED WEST TEXAS COMMUNITIES. Gregory, John V. Texas Technological College. Ed.D. 152 p., 1956.

The study examined selected participant characteristics in several West Texas liberal adult education programs; examined participant opinions, both before and after, in regard to program purposes;

analyzed the leisure activities of the participants to see if the program led to significant change in these activities; sought techniques for establishing a community profile for use in systematic community study; and obtained data for predicting potential response to a liberal adult education program. These were among the findings and conclusions: (1) communities showed much potential interest in such topics as American foreign policy, the humanities, state and local civic affairs, and economic affairs; (2) participants tended to be mature, well-educated, substantial citizens involved in the organizational life of the community which they have helped build; (3) they were satisfied with the lay leadership in their particular programs; (4) participants' initial expectations changed and new ones emerged, but their interest continued even in competition with leisure activities; (5) a cross-sectional survey can be used for systematic community study, but a survey of opinions of leaders identified by the people is enough.

486 EXTENDING SECONDARY EDUCATION TO MEET THE FURTHER EDUCATIONAL NEEDS OF OHIO RURAL YOUTH AND ADULTS. Stanfield, John Martin. The Ohio State University. 424 p., 1955.

This study surveyed the extent of youth and adult interest in community education centers above the high school level; opinions of seniors and their parents as to further educational plans and needs of seniors; opinions on the adequacy of present offerings in rural secondary schools; and opinions on the problems of legislative needs, financial support, location, organization, and teaching staff for a community education center. Major findings: (1) most respondents favor upward extension of present educational programs and favor permissive legislation; (2) roughly half favor state and local support, with minimum tuition as a means of funding; (3) community colleges should provide a two-year college program embracing terminal, preparatory, and general education curricula as well as adult education; (4) a majority of seniors and parents indicated interest in attending a community college. Major recommendations: (1) either the Ohio General Assembly should enact permissive legislation, or else a committee should be created to make a comprehensive study of higher education (including whether to add Grades 13 and 14 to the state public education system); (2) community college programs should be flexible, serving both youth and adults; (3) Ohio's four-year colleges and universities should help establish a statewide system of community colleges.

*487 RESIDENTIAL ADULT EDUCATION--AN ANALYSIS AND INTERPRETATION. Schacht, Robert Hugo. Wisconsin University. 57-3546. 401 p., 1957.

This thesis aimed to study the past and project the future of residential adult education in the United States. The roots of residential adult education were traced to the Chautauqua movement, Danish folk schools in the United States, and adaptations of the folk school idea. Modern variations on the residential theme were described and the status of residential education in Scandinavia, England, Canada, and the Netherlands was examined. Rationale was discussed and future prospects were evaluated in the light of past history, consistency with learning theory, and American cultural influences. A trend toward larger, more formal, more task-oriented programs, better and more centrally located facilities, greater flexibility of scheduling, and an orientation to higher education, the "center building" and the "conference office" was seen. Finally the paper described desirable staff characteristics and called for cooperative efforts in staff development.

*488 PARTICIPATION IN ADULT GROUPS: THE RELATIONSHIP BETWEEN PARTICIPATION AND VALENCE IN TWO AIR FORCE RESERVE SQUADRONS. Larsen, Clifford Louis. Michigan University. 5693. 217 p., 1953.

The purpose of this study was to investigate selected factors relates to: (a) attendance at squadron meetings and (b) participation in squadron and air force activities by members of two air force reserve squadrons. The analysis was based upon the information received from 138 returned questionnaires (95%). The independent variables, valence and sources of attraction to both the air force and the squadrons were related to attendance and participation in squadron functions. It was found that the valence of the squadron was a better indicator of attendance at squadron meetings than was valence of the Air Force Reserve. The sources of attraction to the squadron which were selected by the respondents were: (1) means-control, and (2) activities of the squadron. The major source of attraction to the air force was a feeling of patriotic duty to belong. Patriotic duty as a source of attraction to the air force was not related to attendance and participation in the squadron with a high degree of probability.

See also: 3000 Conferences, institutes, workshops

2600 INSTRUCTIONAL METHODS

489 INFLUENCE OF LEARNER'S CHOICE ON THE EFFECTIVENESS OF ALTERNATE MODES OF PRESENTATION OF LEARNING MATERIAL. James, Newton Elder. Minnesota University. 58-2153. 182 p., 1958.

To determine whether individuals who are given learning material by the mode of their preference learn better than those given the material in a mode unlike their choice, 500 basic airmen were pretested on aviation information, queried as to their preferred method of receiving learning material--reading, lecture, or no preference--

and divided into groups according to their choices. Half of each group was given a reading presentation and half a tape-recorded lecture of identical material. All subjects were again tested. Findings showed the reading method to be generally superior. A statistically significant interaction between choice and mode of presentation was noted, but detailed comparison of specific groups revealed that the learning of those receiving the material in the preferred mode was not significantly different from that of other groups. Most variation in scores on the posttest could be attributed to differences in general intelligence. In comparison with other factors affecting the learning situation, whether or not a person gets his favored mode of presentation appears to be of little importance. However, an effort should be made to identify the specific component of the statistically significant interaction found in this experiment.

490 EDUCATIONAL METHODS IN THE NATIONAL PARKS AND MONUMENTS OF THE SOUTHWEST AND PACIFIC COAST STATES VOLS. 1 & 2. Sanborn, William Bigelow. Washington University. Ed.D. 723 p., 1952.

It was the general purpose of this study to determine the educational methods, techniques and devices utilized by the Service in its interpretive-educational programs, and to note the effective and salient characteristics of each. It was also the purpose of the study to suggest possible modifications in method. Prior to visiting each area a series of "data sheets", prepared by the writer, was sent to each of the 47 areas considered, together with a letter from the Regional Office in charge of the various areas concerned. These sheets were designed to reveal a wide span of data and general information. It was requested that the superintendent, park naturalist, or park archaeologist fill out as many questions on the sheets as possible, and that the data sheets be held in the area until the arrival of the writer. Another approach to the problem was through the medium of photography. The photographs illustrated the unique phenomena and spectacular scenery contained within the parks and monuments considered, as well as various aspects of the interpretative-educational activities conducted therein. Without exception the writer found all the areas studied suffering from a shortage of manpower and funds. The Service's "interpretative program" contained a wealth of factors which were educational activities. Generally speaking, the interpretative-educational activities were found to be operating on a surprisingly high level of efficiency; however, in many areas a serious lack of "professional technique" was noted in conducting various interpretive activities. It was found that the main types of interpretive-educational activities encountered in the 47 areas of this study were: wayside markers, exhibits, observational stations, museums, self-guiding and documented trails, guided walks, hikes, car caravans and boat trips, and evening illustrated campfire or lodge programs. All interpretive-educational activities were found to be keyed to one purpose--to interpret the features of an area for the layman. There was no "one way" to conduct a given educational activity that would be applicable to the physical setting of all service areas. It was found that some type of interpretive activity was carried on in all areas where service personnel were stationed, irrespective of the lack of representatives from those divisions specifically connected with interpretation: the Natural History and the Archaeology divisions. The lack of sufficient numbers of seasonal park ranger naturalists and archaeologists led to large groups in guided trips. It was found that activities scheduled specifically for children were non-existent in the 47 areas studied.

491 A COMPARATIVE STUDY OF A BOOK-CENTERED COURSE VERSUS A MACHINE-CENTERED COURSE IN ADULT READING IMPROVEMENT. Thompson, Warren Craig. Southern California University. 284 p., 1953.

It was the purpose of this study to compare the relative effectiveness of a book-centered versus a machine-centered course in adult reading improvement. A pre- and post- test procedure was involved and one control and two experimental groups were used. The individuals were assigned to groups randomly. There tended to be: (1) no significant gain or loss in reading comprehension resulting from taking either a twenty-one-hour course in reading improvement or remaining in a control group; (2) an insignificant loss in reading flexibility resulting from taking either a twenty-one-hour course in reading improvement or remaining in a control group; and (3) no significant differences between a book-centered and a machine-centered course. Both courses seemed to have been generally well linked by the students. With respect to correlation, the ACE Linguistic Score tended to show the following relationships to major aspects of the Harvard Reading test: book-centered instruction showed no significant correlation between the ACE Linguistic Score and improvement in speed machine-centered instruction, however, showed a significant correlation between these variables; a control group showed no significant correlation here. There tended to be no significant correlation between the ACE Linguistic Score and improvement in reading comprehension and flexibility.

*492 AN EVALUATION OF THREE ADULT EDUCATION METHODS FOR DISSEMINATING TRADE INFORMATION TO MISSOURI RESTAURANT OPERATORS. Welch, John Mershon. Florida State University. 61-3,651. 170 p., 1961.

This is a study of the application of the adoption concept to the evaluation of adult education processes in restaurant management and the analysis of certain characteristics of those who adopted the practices recommended. Individual characteristics included socioeconomic status, social participation, age, sex, managerial experience, and education. A group method (the Restaurant Management Clinic) and a mass media application (distribution of an extension circular) were tested, and these were combined to form still another process. Three treatment groups and a control group were used, and data were collected in followup interviews with 100 respondents. Each process tested produced signficant adoption gains; no gains were made by the control group. The clinic proved significantly better than the extension circular; which was, in turn, significantly better than dependence on indirect influences to diffuse trade information. Supplementing the clinic with the circular did not produce significant gains. For the clinic group, none of the individual characteristics tested proved to be significant. In the circular group and the control group, socioeconomic status, social participation, and education were significant. No operative channels for indirect diffusion of trade information were identified.

493 AN EXPERIMENTAL STUDY OF THREE METHODS OF TRAINING INDUSTRIAL EXECUTIVES IN READING IMPROVEMENT. Jones, Dan H. Michigan State University. 58-2423. 102 p., 1956.

To compare three methods of training for reading improvement, 56 executives of one corporation were divided into four groups, equated according to reading rate, reading comprehension, reading index, mental alertness scores, age, and vocabulary. Group A was trained with the aid of all available commercial equipment including the Harvard films, the group tachistoscope, the reading accelerator, and individual tachistoscope trainer. Group B used group type commercial equipment only. Group C was trained with no commercial equipment. Group D received no training and served as the control group. The groups were tested, equated, and then trained two hours each week for eight weeks. They were tested immediately after training and again eight months later. Significant improvement was found in all training groups in reading rate, comprehension, and index, with benefits retained over the eight-month period. There were no significant differences between training groups either immediately after training or eight months later. There were, however, significant differences between each training group and the control group.

494 THE PRE-SERVICE AND IN-SERVICE EDUCATION OF COUNTY AGRICULTURAL EXTENSION WORKERS IN AUDIO-VISUAL MATERIALS AND METHODS OF INSTRUCTION. Norford, Charles Albert. Ed.D. 195 p., 1956.

495 AN INVESTIGATION OF THE EFFECT OF THREE TEACHING METHODS ON MOTIVATIONAL OUTCOMES IN A HOW-TO-STUDY COURSE. Krimboltz, John. University of Minnesota. Ed.D. 1955.

496 AN EVALUATION OF THE CHANGES IN CERTAIN SOCIAL BELIEFS, SOCIAL VALUES AND THINKING SKILLS EFFECTED IN COLLEGE STUDENTS BY A SOCIAL STUDIES COURSE BASED ON THE PROBLEMS-APPROACH METHOD OF TEACHING. Fersh, George L. New York University. 173 p., 1949.

497 AN ANALYTICAL STUDY OF METHODS OF INSTRUCTION AT THE COMMAND AND GENERAL STAFF SCHOOL. Eaton, Orville, L. University of Kansas. 1946.

2630 Teaching Styles and Techniques

498 A STUDY OF THE RELATIVE EFFECTIVENESS OF LECTURE AND DIRECTED DISCUSSION METHODS OF TEACHING TESTS AND MEASUREMENTS TO PROSPECTIVE AIR FORCE INSTRUCTORS. Carlson, Carl Raymond. Minnesota University. 6375. 1953.

A discussion method of teaching was compared with the lecture in effectiveness for achieving the type of subject matter outcomes commonly sought in classes for adult studies. The study was a controlled experiment, utilizing a randomized-block design to provide randomness, replication and control. Covariance and the analysis of variance were used to control the background variables of academic aptitude as measured by the ACE Psychological Examination, and previous training in the subject as measured by a subject matter pretest. The two methods were compared for high ability students, for average ability students, and for low ability students. High ability students were two-thirds of a standard deviation above the mean on national norms, or higher. Low ability students had a score at or below the mean (raw scores of 126 and 108 respectively). The study was conducted in an Air Force instructors course of six weeks duration. Consistent findings of no difference between the two methods were obtained in all five criterion areas. Similar results were obtained in comparisons for students at the three ability levels. Neither method proved to be superior for high ability students or for low ability students. When the two combination methods were included in the comparisons, similar findings were obtained. No significant differences were found to favor either of the combination methods over the straight lecture or discussion methods.

*499 THE EVALUATION OF COMMUNITY ADULT HEALTH EDUCATION TECHNIQUES. Benell, Florence Belle. Chicago University. T-1107. 95 p., 1951.

This study assessed the effectiveness of proposed experimental, group dynamics oriented methods of adult education in a community wide health education program designed to encourage chest X rays for tuberculosis. In one of two communities, the experimental approach was used incorporating group dynamics with adult education; in the other, conventional promotional methods were used. The experimental approach was cooperative and permissive, and the existing health center allowed its committee to serve as a leadership group. The committee stimulated the rest of the community through personal

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contacts and intervies, group discussion in other organizations, and mass media materials prepared within the community. Leaders' activities were enhanced, and far more X rays were taken, in the experimental community. Personal contacts were more effective than mass media in bringing people to the X ray units. Moreover, the leadership committee and the groups reached benefited through participation in cooperative group discussion and problem solving.

500 AN EVALUATION OF TEACHER TRAINING METHODS USED IN AN ADULT EDUCATION PROGRAM. Fishback, Woodson Whitsitt. University of Chicago. 247 p., 1948.

Intensive teacher training methods in an International Harvester Company training program were evaluated. By means of interviews, observation reports, and a joint project involving graduate students in the University of Chicago Department of Education, two hypotheses were tested: (1) persons with nonteaching backgrounds but with extensive experience can become competent teachers through intensive training methods; (2) principles of education and problems in teaching can be identified for consideration in the preparation of teachers and leaders among adult groups. Findings on teacher resourcefulness, clarity of presentation, effective use of materials, motivation of students, and other criteria largely confirmed Hypothesis 1. Problems uncovered by interviews and other means tended to support the second hypothesis.

2730 Lecture

501 A COMPARATIVE STUDY OF THE LECTURE DEMONSTRATION AND THE ILLUSTRATED LECTURE METHODS OF INSTRUCTION. Gale, Steve. Bradley University. Ed.D. 11,380. 88 p., 1954.

An experiment was designed to test two null hypotheses: (1) there are no differences in learning outcomes of students who perform classroom and laboratory experiments in the Hydraulic Mechanics Course by the lecture demonstration method and students for whom the same experiments are taught by the illustrated lecture method using: a) simple training devices and b) complex training devices; and (2) there are no differences in learning outcomes when written and performance results are combined. A randomized block type of experiment, with equal subclasses, was used. The design consisted of two pairs of instructors teaching one-half of the students by the control and one-half by the experimental method. The design satisfied the criteria of replication and control. The null hypothesis (Ia) was rejected while (Ib) was accepted on a written test and rejected on a performance test. The second null hypothesis was rejected when using simple training devices and accepted when using complex training devices. It was concluded that the lecture-demonstration method as used in the Hydraulic Mechanics Course is superior to the illustrated lecture method in teaching performance skills; and that the teaching methods have a measurable influence on the written test outcomes when simple training devices are used but show no measurable difference when complex training devices are used.

502 THE SERMON AS TEACHING WITH SPECIAL EMPHASIS ON MOTIVATION. Hudson, Robert Lofton. George Peabody College for Teachers. 327 p., 1946.

In this study the sermon, as an instrument for teaching religion, was examined. The aim was to ascertain the pertinent facts in the fields of sociology and psychology and to use these to establish criteria for an effective sermon. A survey of modern sermons of all types was made Then based on the personal interviews of various denominational leaders a collection of sermons from representative preachers of various religious groups was made. These were compared, and from this group were selected 200 sermons which were thought to be both representative and inclusive of all types of modern American preaching. It was concluded that: (1) education, adult education, particularly, cannot afford to ignore the effects that sermons have on people; (2) the technique of the teacher particularly on the secondary and college levels is closely akin to that of the preacher; and (3) the lecture, which is the dominant method used, provides information not already known and not easily available to the group, economizes time, provides a means of balancing perspective, arouses interest and enthusiasm, challenges, and inspires.

2735 Coaching, Individual Instruction, Tutoring

503 THE EFFECTIVENESS OF PRACTICES OF INDIVIDUAL ON-FARM INSTRUCTION USED BY TEACHERS OF ADULT-FARMER COURSES IN MICHIGAN. Moeckel, Rolf Edward. Michigan State University. Ed.D. 61-1188. 240 p., 1961.

Practices in individual on-farm instruction of adult farmers were studies to determine frequency of use by Michigan teachers, teachers' evaluations of the effectiveness of the practices, some new or promising practices, and the effectiveness of certain practices used on a demonstration basis. Survey responses from 108 Michigan teachers and from 56 outstanding teachers in the Central Region were compared. Ten promising practices were demonstrated by Michigan teachers during 1958-59. Michigan teachers averaged 56.3 individual farm visits per year; the other group averaged 92 per year. From a checklist of 125 practices, 38 were used more often and evaluated higher by the Central Region teachers than by the Michigan teachers. Several practices demonstrated by the Michigan teachers were widely chosen for their instructional and motivational value; maintaining lists of potential visits; helping farmers conduct trial plots; analyzing soil tests or other farm records; using local production standards to help farmers evaluate their businesses; taking "before" and "after" slides and snapshots to show the worth of approved practices; and surveying farmers during class as to their views concerning farm visits.

2750 Circulars, Direct Mail

*504 EVALUATION OF PAMPHLETEERING TECHNIQUES. Gulick, Robert Lee, Jr. University of California (Berkeley). 314 p., 1948.

The author sought criteria for evaluating pamphlets on international economic relations in terms of readability, objectivity, and effectiveness. Pamphlets were assumed to be valuable means of disseminating and interpreting information and, therefore, for shaping public opinion. He discussed the activities of Matthew Carey, a leading nineteenth-century protectionist pamphleteer, and the British free-trade movement leading to the repeal of the Corn Laws. He also examined contemporary American publications on world economic affairs with regard to sponsorship, format, content, clarity and readability, and appeal; and arrived at conclusions based on the judgment and practices of pamphlet editors as well as readability research. Fundamentals of readable, lucid writing were cited: clearness of arrangement, short sentences, vigorous style, conciseness without density, and use of concrete words understandable by prospective readers. The Dale and Chall readability formula was judged the most satisfactory because of ease of application and high correlation with an acceptable criterion. Laboratory findings on effective typography and format were also reported, followed by opinions on color, illustrations, and suitable length. Motives and motivation of the adult reader were also discussed.

2800 Correspondence Study

505 THE INFLUENCE OF SOME SELECTED FACTORS UPON COMPLETION OF CORRESPONDENCE STUDY COURSES. Hughes, Charles Roy. Florida University. Ed.D. 12,775. 95 p., 1955.

A Correspondence Study Inventory of study habits constructed by the author was sent to a sample of 441 pupils (249 returned) taking correspondence courses in the Florida Extension System to obtain data on how selected factors (study habits, purpose for taking the course, time deadline for completion, prior college experience, prior correspondence study experience) effected the correspondence study completion rate. While the study habits of correspondence students accorded well with those suggested by educational psychologists, the study did not point obvious differences in the practices followed by successful and unsuccessful students. The effect of purpose varied with the specific purpose: those who wished teacher certification had a 79.5% completion rate; those seeking college credit for degree purposes had a 62.2% completion rate; those seeking general vocational-professional improvement had a 55.1% completion rate. The necessity for meeting a deadline, prior college experience, prior correspondence study experience all had a statistically significant positive effect on the completion rates. Appendixes include the Inventory of Study Habits employed in the study.

*506 AN EVALUATION OF THE EFFECTIVENESS OF SUPERVISED CORRESPONDENCE STUDY AT THE SECONDARY-SCHOOL LEVEL. Valenziano, Zena Nunzia. George Washington University. Ed.D. 207 p., 1959.

Students and principals were asked to evaluate the effectiveness of supervised correspondence study in high school. Questionnaire data from 340 principals and 306 students dealt with purposes served, proportion of courses completed, reasons for noncompletions, effectiveness compared to classroom instruction, advantages and disadvantages, the extent to which correspondence study helps prepare students for classroom courses in the same field, and how its effectiveness can be increased. Some major findings were: (1) the chief purpose of correspondence study is to provide courses otherwise unavailable; (2) students reported a completion rate of 85% while principals reported 81%; (3) 60% of the principals indicated that the great amount of effort and initiative required of students is the main reason for noncompletions; (4) 3/4 of students and principals named flexibility as an advantage; (5) more than half the students and principals named lack of class discussion as a disadvantage; (6) students indicated that 69% of the correspondence courses followed by classroom courses in the same field helped prepare them well for subsequent courses; (7) well over half the students felt they learned as much or more by correspondence, but well over half the principals felt otherwise; (8) most principals felt that students find it satisfactory.

507 CORRESPONDENCE COURSE INSTRUCTION: AN INVESTIGATION OF PRACTICES, REGULATIONS AND COURSE SYLLABI AS DEVELOPED IN STATE TEACHERS COLLEGES. Jenkins, Thomas S. University of Oregon. Ed.D. 162 p., 1953.

Part of an effort by the National College Association for Extension and Field Services to improve correspondence study programs in member institutions, this study investigated the status of correspondence study as an educational service in teachers' colleges, standards maintained for correspondence credit work, guides used for preparing correspondence course syllabi, and the effect (if any) of modes of financing on the quality of correspondence education. The author examined aspects of administration (courses, examinations, textbooks, fees, salaries, publicity, etc.) as well as the selection and qualifications of instructional personnel, preparation and assessment of syllabi, provisions for evaluation of instruction, and responsibility for course improvement. Some recommendations were: (1) course preparation guidelines should be formulated, approved, and distributed by the Association; (2) correspondence syllabi should be kept on file, available to teachers' colleges belonging to the Association; (3) it should devise and disseminate a formula for decreasing an instructor's resident teaching load in proportion to his correspondence teaching; (4) the Association should formulate, approve, and disseminate standards for evaluating course syllabi; (5) state teachers' colleges should allocate funds for educational services to persons unable to attend classes; (6) correspondence departments should pay instructors adequately for the time and effort spent in preparing and revising courses.

*508 A PLAN TO DEVELOP AN ESTABLISH CORRESPONDENCE EDUCATION IN THE AMERICAN MUSEUM OF NATURAL HISTORY. Burns, William A. Columbia University. Ed.D. 147 p., 1949.

A plan for correspondence education in the American Museum of Natural History was proposed in order to discover the possibilities of extending the Museum's educational influence by such a means; to assemble correspondence courses appropriate to the various natural sciences in which Museum departments are most competent; to organize and administer such a program according to the highest recognized standards and practices in this area of education; and to establish procedures that other museums can employ in creating similar programs. The numerous and varied existing adult educational services in the Museum were described, followed by historical implications of correspondence education, thoughts on the Museum's educational obligation to the general public, potential museum courses as related to student needs and interests, and likely sources of museum correspondence students. Finally, an instructional and organizational plan for an experimental course in taxidermy was outlined, with attention to basic problems and principles, instructional procedures, administration, staff, facilities, financial support, student payment, and approaches (statistics, participant satisfaction, instructors' appraisals of learning) to evaluating the experimental course.

509 PURPOSES AND CONDITIONS AFFECTING THE NATURE OF PARTICIPATION OF ADULTS IN COURSES IN THE HOME STUDY DEPARTMENT OF COLUMBIA UNIVERSITY, 1925-1932. Smith, George Baxter. Columbia University. 1935.

*510 A NEW APPROACH TO ADULT GROUP DISCUSSION. Burch, Glen. Columbia University. Ed.D. 233 p., 1952.

Using responses from about 3,400 participants in 122 adult discussion groups, this study evaluated the effectiveness of specially developed materials for use with selected films to support discussion of certain aspects of subject areas chosen for emphasis by the Fund for Adult Education. These groups, varying greatly in size, composition, organizational sponsorship, and communities represented, were formed either around the program series "Great Men and Great Issues" (67 groups) or around a second series entitled "World Affairs Are Your Affairs". One individual usually took major responsibility for organizing and running each group, although successful instances of "management by committee" and sharing (rotation) of responsibility were also noted. Some conclusions of the study were: (1) the methodology used in developing and testing the series has useful implications for other organizations concerned with preparation and distribution of adult discussion materials; (2) there was widespread active interest in discussing major national and international issues; (3) a combination of methods and media can provide the necessary background information very well; (4) a relatively long series of related public affairs programs is both desirable and possible; (5) inexperienced or relatively untrained discussion leaders can function effectively.

*511 PROBLEM-SOLVING PROCESSES IN ADULT GROUPS. Berger, Rolland David. Wisconsin University. 56-3302. 115 p., 1956.

This study attempted to identify as many components as possible which should be included in a proper description of group problem-solving processes, and to describe the nature of these processes. The method used consisted of an examination of five case studies--a farm improvement program, a school district integration, an industrial development program, the building of a community center, and a migrant worker program. The result was a descriptive outline of (1) Understanding the nature of the problem and its setting as a basis for understanding group problem-solving processes, (2) Understanding the nature of the group and membership of the group as a part of understanding group problem-solving processes, and (3) The nature of group problem-solving processes. The investigation pointed up the need for additional case studies chosen on the basis of different criteria from those presented in this thesis. It established the need for a standard reporting form for group problem-solving case studies based on the results of this and subsequent investigations.

512 THE GREAT BOOKS PROGRAM AND ITS EDUCATIONAL PHILOSOPHY. Arnstein, George Ernest. California University. 234 p., 1953.

The program and philosophy of the Great Books Program were examined in this study. To attract, enroll, retain, and educate its thousands of individuals, the Great Books Foundation, by June 1951, had spent one million dollars. The members themselves had each invested ten dollars for each year's reading. The findings showed that the philosophy of Perennialism, which underlay the Great Books program was inconsistent, and its conclusions were unproven and unacceptable. The discussion groups, on the other hand, were good, if only because they attempted a great deal and conferred some recognizable benefits in the meeting of needs of a small segment of the population. The scope of the program could have been enlarged, and some of the inadequacies could have been remedied fairly easily, merely by modifying the rigidity of the Foundation's recommended procedures. The poor quality of leadership and the restraints placed on all leaders tended to have harmful effects and they provided no check on the pooling and propagation of ignorance which was a frequent outcome of the discussions--too frequent, in any event, to be overlooked. A major shortcoming of the program lay in the co-leaders of the discussion. If they had been skillful, well-educated, and carefully selected they might probably have come closer to achieving the Foundation's aim of providing stimulating and informative discussions. Probably the greatest liability was its neglect of contemporary happening and problems.

*513 A STUDY OF THE DEVELOPMENT OF CRITICAL THINKING THROUGH ADULT DISCUSSION GROUPS. Hadlock, Alton Parker. University of California (Los Angeles). Ed.D. 119 p., 1958.

The study used pretests and posttests, together with experimental and control groups, to determine whether adults show significant increases in critical thinking ability after participating in a discussion program sponsored by the American Foundation for Political Education. (Experimental subjects were already a relatively select group in both reading comprehension and vocabulary.) Also considered was the relationship of age, education, discussion group leaders, increased reading comprehension, vocabulary gains, and greater or lesser degrees of authoritarianism, to gains in critical thinking. Some findings and conclusions were: (1) noteworthy gains occurred in critical thinking and vocabulary scores, but not in reading comprehension; (2) the control group gained in critical thinking; (3) age and authoritarianism were not significantly related to critical thinking; (4) education was not significant, except at the extremes (those with the most and the least education); (5) the six discussion groups showed no significant differences in critical thinking gains.

514 AN EXPERIMENTAL STUDY OF THE EFFECTS OF TRAINING IN THE RECOGNITION AND FORMULATION OF GOALS UPON INTRA-GROUP COOPERATION. Harnack, Robert Victor. Northwestern University. 10,299. 236 p., 1954.

This study was based upon the postulate that relationships which develop between members of discussion groups are major determinants of the effectiveness of those groups. An experiment was designed using 91 subjects from four classes in discussion taught at Northwestern University. These Ss were randomly divided into 20 testing groups of which 10 were observed prior to training and 10 after training. The observation situation consisted of a problem-solving discussion designed to conform as closely as possible to "real life." Ratings from observers and Ss on various indices of cooperative behavior were obtained together with a record of goal-centered verbal contributions. The training consisted of a five-hour program administered to groups of approximately 10 Ss each. Six different trainers were used. The training program employed several variants of the discussion method, including role-playing, focussing upon developing an understanding of, and skill in dealing with, goals. Comparisons made between the 10 groups observed prior to the training and the 10 groups observed after the training yielded results which appeared to warrant the following conclusions: 1. Ss who had been exposed to the training appeared to display a greater degree of insight into process factors than Ss who had not been exposed to the training. 2. Although the data were not unequivocal, the hypothesis that trained groups would cooperate more effectively than untrained groups seemed to have received some support. 3. The data offered no confirmation of the hypothesis that the amount of goal-behavior would be positively correlated with the degree of cooperation.

515 THE EFFECT OF ACCEPTANCE AND REJECTION UPON ATTITUDES AND PARTICIPATION IN A LEADERLESS GROUP DISCUSSION. Samenfeld, Herbert William. Minnesota University. 10,039. 335 p., 1954.

The purpose of this study was to determine whether feeling accepted or rejected by his group resulted in a person's talking more or less and feeling more or less favorable toward the group. The subjects were assembled in groups of eight to deliberate as a jury and to reach a verdict. Each member was asked to introduce himself to the group, and then was asked to rate each of the others in terms of how well he liked that person. These first impressions formed the rationale for returning falsified information to each person at the half-way point in the discussion. Half of each group were told that they were not so well liked, half that they were well liked by the others. The following were among the main results: acceptance and rejection led to a difference in how much people talked in the discussion, accepted people talking more, and rejected people talking less; and there was no relationship between self-acceptance and this effect. It was concluded that accepting or rejecting a person had an immediate effect upon his participation in a group discussion and upon his attitudes toward the situation. The effect upon his participation was of short duration, although the duration of other effects was not determined.

*516 AN EXPERIMENTAL STUDY OF AN ADULT LEARNING SITUATION INVOLVING THREE LEVELS OF TRAINING IN THE GROUP DISCUSSION PROCESS. Willsey, Frank Richard, Jr. Indiana University. Ed.D. 62-5801. 164 p., 1962.

A study was made of the influence of three levels of training in the group discussion process on the amount of information learned concerning the subject discussed and concerning the process, satisfaction with the process, quality of performance, and changes in attitudes and behavior toward the subject. Three Home Demonstration Clubs were assigned to each of three levels of training. Participants were pretested and posttested on knowledge of the group discussion process and on certain areas of home safety. A nonverbal mental ability test was also given. Higher training levels produced significant increases in knowledge gains but had no significant effect on safety knowledge. In general, the smaller the amount of training, the greater was the preference for group discussion. Untrained clubs did less well in group discussion than the others, but there was no apparent difference in attitude change toward the subject discussed. Younger participants and urban groups tended to prefer group discussion. Attendance and participation levels were not significantly related to preference for group discussion.

*517 UNDERSTANDING ABOUT EDUCATION: A PLAN FOR A DIRECTED DISCUSSION COURSE FOR ADULTS OF OAK PARK, ILLINOIS AROUND THE CONCEPT OF EDUCATION AS THE BASIC FUNCTION OF A DEMOCRACY. Bixler, Genevieve Knight. Columbia University. Ed.D. 160 p., 1939.

A course of study was planned for the League of Women Voters in Oak Park, Illinois, a prosperous, conservative Chicago suburb characterized by extensive (but indirect and largely uncoordinated) adult education activities. Main purposes were to identify the most serious educational problems in the community, clarify the relationship of education to a democratic society, encourage interest in education, partially satisfy group members' needs, and plan and participate in significant activities connected with educational affairs. Issues in the support of education, social responsibilities of education, public school curriculum planning, and the extension of free public education, were formulated through a literature review. These, along with discussion questions and selected references, were integrated into a course outline. Discussions lasting two hours will occur weekly at a regular time for a season of 15-20 weeks. Time spent in actual group discussion will be only a small part of the total; much more time will be devoted to reading and digesting materials and pursuing various supplemental activities. Leaders should participate in, as well as lead, the discussion.

Participants' future behavior and happenings in the community should become the criteria for evaluating the course's effectiveness.

518 AN EXPLORATORY STUDY OF RELATIONSHIPS BETWEEN THE EVALUATING PROCESS AND ASSOCIATED BEHAVIORS OF PARTICIPANTS IN SIX STUDY-DISCUSSION GROUPS. Brilhart, John Kinter. Pennsylvania State University. 62-4084. 384 p., 1962.

With special emphasis on the behavior of designated leaders, the central purpose of this study was to discover relationships between modes of evaluating process and associated behaviors of members of adult study-discussion groups. These relationships were studied with reference to the passage of time, the rate of interaction, the number of topics per meeting, the relevance of the topics to assigned readings, and degrees of satisfaction. Six study-discussion groups in social sciences and religion were observed during early, middle, and late meetings of their courses. Each group consisted of one or two designated leaders and from nine to fifteen enrolled discussants. Interaction behaviors were classified by an observer using a modification of Bales' Interaction Process Analysis that included two types of evaluating and in which affective acts were reduced to positive and negative types. The data were analyzed by tabulations, matrices, and such non-parametric statistical tests of differences as the chi-square, the Fisher exact probability test, Spearman and Kendall rank-order correlations, and the Silcoxon matched-pairs signed-ranks test. The major conclusions were that the process of study-discussion can produce significant increases in the proportions of evaluations expressed conditionally during discussions, and that the degree to which this increase occurs is contingent upon variations in such related factors as the role of the designated leader, the degree of satisfaction with the leadership, the rate of interaction, the number and relevance of topics discussed, and the amount of evaluating done.

519 AN INVESTIGATION OF PROBLEM CENTERED GROUP DISCUSSION AS A TECHNIQUE FOR RE-ORIENTING THE ATTITUDES OF THE AGED, A REPORT OF A TYPE C PROJECT. Flemming, Edward L., Jr. Columbia University. D.D.E. 257 p., 1951.

Study was made of the group discussion technique, used with the aged, as a dynamic experience in which attitude change can be brought about to help the individual to better adjustment. Ten one-hour periods were held with a group of 8 persons, whose median age was 75.5 years, all city dwellers, of lower middle class. Discussions were taped-recorded. Group leader and member responses were classified into various categories of content and feeling. The Burgess test--Your Activities and Attitudes--was used to establish reliability of changes occuring during series. It was administered at the beginning and close of period and re-administered 8 weeks later. The test was given also to a control group of 8 persons, whose median age was 77.2

years, all city dwellers, of lower middle class, before and after a nine-week period. There was a significant difference between pre- and post-group test scores for those members who felt they had,benefited from the experience but no significant difference in scores for those who felt they had not, nor for the members of the control group. Despite the small sample in this study, one may conclude that group discussion is effective in reorienting attitudes of the aged.

520 THE INFLUENCE OF THE DISCUSSION LEADER'S ATTITUDE ON THE OUTCOME OF GROUP DECISION CONFERENCES. Solem, Allen Ralph. Michigan University. 5097. 120 p., 1953.

The main purpose of the study was to determine whether the attitude of the discussion leader influences the outcomes of group decision conferences. Two experiments were performed. In both role playing methods were used to create situations conducive to the desired leader attitudes. All participants in the experiments were supervisors in industry. In both experiments, the control conditions were similar in that the leaders' situation was one in which they met with their own crews and conducted discussions oriented toward the method of employee participation in group decision by having the employees develop their own solution to the problem. For the first experiment the main hypotheses which were tested are as follows: (1) The leaders will tend to be more permissive in dealing with peers than with subordinates. (2) Committee members will be less realistic in their appraisal of group needs and values than persons who play roles as crew members. (3) Committees will arrive at more simple solutions than the crews. In the second experiment the following main hypotheses were tested: (1) In being placed in a situation in which he is led to present a previously developed solution to the group, the leader will (a) stimulate hostility toward himself and (b) generate forces against acceptance of the solution. (2) When the leader's situation causes him to present previously developed solutions, the final solution of the group under this condition will tend to be more simple than solutions developed in the control groups. (3) The leaders who are influenced toward selling the previously developed solution will tend to overlook group values in their crews. The experimental results supported all of the main hypotheses with chi square differences more significant than the 5 percent level.

521 EFFECTS OF VARIATION IN LEADERSHIP ON PARTICIPANT BEHAVIOR IN DISCUSSION GROUPS. Heyns, Roger William. Michigan State University. 249 p., 1949.

522 THE ADMINISTRATION OF GREAT BOOKS PROGRAMS IN COMMUNITIES OF WESTERN NEW YORK, WESTERN PENNSYLVANIA, AND WESTERN BUFFALO. Risley, Marius Bernard. Buffalo University. 1955.

523 AN INVESTIGATION OF THE RELATION BETWEEN EXCLUSIVE POSSESSION OF INFORMATION AND ATTEMPTS TO LEAD IN SMALL GROUPS. Sheritz, Reuben. Ohio State University. 15888. 98 p.

524 CHANGING CHILD-REARING ATTITUDES THROUGH GROUP DISCUSSION. Shapiro, Irving S. Columbia University. 224 p., 1954.

525 THE RELATIONSHIP OF GROUP DISCUSSION, DECISION, COMMITTMENT, AND CONSENSUS TO INDIVIDUAL ACTION. Bennett, Edith B. University of Michigan. 1953.

526 GROUP DISCUSSION AS AN AID IN SELF EVALUATION AND SOCIAL COMPETENCE. Driver, Helen I. University of Wisconsin. 1952.

527 REDUCTION OF SEX DIFFERENCES IN PROBLEM SOLVING BY IMPROVEMENT OF ATTITUDE THROUGH GROUP DISCUSSION. Carey, Gloria Louise. Stanford University. 49 p., 1955.

528 THE GROUP DISCUSSION-DECISION APPROACH - AN APPRIASAL OF ITS USE IN HEALTH EDUCATION. Bond, Betty Wells. University of Minnesota. 15918. 1955.

529 ACCURACY IN PREDICTING THE BEHAVIOR OF INDIVIDUALS IN LEADERLESS GROUP DISCUSSIONS. Blatter, Alva Leon. Pennsylvania State University. 101 p., 1960.

530 A STUDY OF DISCUSSION IN SELECTED WISCONSIN ADULT ORGANIZATIONS AND PUBLIC AGENCIES. Anderson, Martin P. University of Wisconcin. 687 p., 1947.

531 SOME EFFECTS OF LEADERSHIP SHARING IN SMALL, DECISION-MAKING CONFERENCE GROUPS. Berkowitz, Leonard. University of Michigan. 153 p., 1951.

532 CASEWORKERS' USE OF GROUPS IN DIRECT SERVICE. Pinamonti, Guido. Southern California University. 372 p., 1961.

2920 Human Relations, Laboratory Training

533 AN EVALUATION OF WORKSHOPS IN HUMAN RELATIONS. Franklin, Richard C. Columbia University. Ed.D. 252 p., 1954.

The author determined the reactions of selected participants in four six-week commuter-type human relations workshops to their own experiences and to specific aspects of each workshop. Using followup interviews six months after the workshops, he also investigated what interviewees saw as their gains in knowledge and understanding of themselves, others, and group dynamics; assessed new or reinforced attitudes, motivation, skills, and procedures; and discovered how the participants had applied their new learning to professional and community work. He analyzed the relationship of personal, workshop, and back-home factors (lack or presence of support in the home community) to response patterns and outcomes from each workshop; and received suggestions from interviewees on improving the workshops. There were among the recommendations: (1) improved small-group leadership and coordination; (2) smaller groups with more time to work together; (3) attendance by teams from the same institution or locale; (4) continuous workshop evaluation and self-evaluation; (5) more attention to two-week residential and three-week commuter workshops; (6) more emphasis on recruiting persons psychologically equipped to benefit from workshop experiences and apply new learning in everyday situations.

534 INFORMAL EDUCATION IN HUMAN RELATIONS FOR ADULTS. Grayson, William Henry, Jr. New York University. 50-333. 270 p., 1950.

A study was made of the techniques for the non-academic or informal education of adults in intergroup relations, with special attention to mass media, and guideposts were offered for the improvement and extension of these techniques in this investigation. Analyzed were: the American Council of Race Relations 1949 Directory of Agencies in Intergroup Relations, materials and reports from more than 30 national organizations, educational and commercial motion pictures, radio and television social theater and travel, and clippings from newspapers reporting attempts to mold American habits, manners, and beliefs. The researcher concluded that the "common welfare" of a democracy can best be achieved by the people coming together to build new types of socially acceptable behavior after discovering that formerly held attitudes have proved inadequate; that word and picture symbols can be effective instruments for stimulating the creation of a democratic society where all citizens have the same opportunity to develop to their maximum capacities and to cooperate for the good of the whole group; that a multiple approach and continued application are necessary to change attitudes and behavior of adults.

*535 AN ANALYSIS OF SELECTED HUMAN RELATIONS FACTORS RELATIVE TO COUNTY PERSONNEL IN THE NEBRASKA COOPERATIVE EXTENSION SERVICE. Loewenstein, Duane Evan. Wisconsin University. 61-3135. 172 p., 1961.

This study was concerned with the assessment of knowledge, interest, attitude and skill in human relations of county personnel of the Nebraska Cooperative Extension Service. The county personnel (168) responded to (1) the Human Relations Survey, (2) Bills Index of Adjustment and Values, and (3) a questionnaire requesting tenure, age, sex, and college and undergraduate major. The district supervisors rated the personnel on human relations and job performance. The data revealed that: as tenure and age increased, the personnel were rated higher on job performance. There was a statistically significant difference in the distribution of personnel when classified by age and personality grouping of Bills Index of Adjustment and Values. Statistically significant relationships were disclosed between Human Relations Performance scores of personnel and their tenure, college major, job performance rank-order, and job performance classified by high, middle and low categories. The Human Relations Survey scores of personnel by districts and sex ranked and correlated separately, with their job performance rank-order and ranked Human Relations Performance scores. In each comparison, only two of the sixteen correlations were statistically significant.

536 THE EFFECT OF GROUP INTERACTION UPON TIME JUDGEMENTS. Bertin, Morton A. Florida University. 71 p., 1958.

537 THE EFFECTS OF CHANGES IN PATTERNS OF COMMUNICATION ON THE BEHAVIORS OF PROBLEM-SOLVING GROUPS. Cohen, Arthur Martin. Boston University. 135 p., 1959.

538 THE CONSTRUCTION OF AN INSTRUMENT FOR THE MEASUREMENT OF SOCIAL WORKER ATTITUDES ASSOCIATED WITH APTITUDE FOR INTERPERSONAL RELATIONSHIPS. Oren, Anne Winslow. Minnesota University. 137 p., 1957.

539 GROUP EFFECTIVENESS IN RELATION TO THE INTERACTION BETWEEN DECISION TIME CHARACTERISTICS OF LEADERS AND TASK CONDITIONS. Dubno, Peter. University of New York. 124 p., 1960.

540 PROBLEM SOLVING SET IN DIFFERENT AGE GROUPS. Heglin, Howard James. Florida University. 76 p., 1955.

541 THE RELATIONSHIP BETWEEN THE EFFICIENCY OF THE GROUP DECISION-MAKING PROCESS AND GROUP POLARIZATION. Hepler, James William. 132 p., 1953.

542 A STUDY OF COMPLEX PROBLEM SOLVING UNDER INDIVIDUAL AND GROUP CONDITIONS. Sperow, Byron Paul. Florida University. 110 p., 1961.

543 IMPROVING RELATIONSHIPS THROUGH IN-SERVICE EDUCATION: A STUDY OF THE EFFECTIVENESS OF THE PRE-SCHOOL PLANNING CONFERENCE OF A COUNTY SCHOOL SYSTEM IN MOTIVATING A PROGRAM TO IMPROVE RELATIONSHIPS. Hodges, Julius Barney. New York University. Ed.D. 59-1058. 1958.

544 HOMOGENEITY OF MEMBER PERSONALITY AND ITS EFFECT ON GROUP PROBLEM-SOLVING. Hoffman, L. Richard. Michigan University. 92 p., 1957.

545 INTERPERSONAL PERCEPTIONS AND EMPATHY IN AN INDUSTRIAL PROBLEM SOLVING GROUP. Ball, Kenneth Leon. Washington University. 109 p., 1959.

*545A TEAMWORK IN INDUSTRY: A REPORT OF AN INTERGROUP RELATIONS EDUCATION PROGRAM FOR LABOR AND MANAGEMENT. Recknagel, Kenneth H. Columbia University. 1955.

2950 Stimulation, Gaming

546 THE EFFECTIVENESS OF ROLE-PLAYING-DISCUSSION IN TEACHER TRAINING. Reinhart, Miriam Myrtle. New York University. 1845. 282 p., 1953.

The study investigated whether teacher trainees in eight classes featuring role-playing and discussion experiences (RP/D) would make significantly larger gains in attitude change and in the quantity and quality of verbal contributions to discussions, than trainees in four companion classes without RP/D. The Kelly and Perkins test "How I teach" was used to measure attitude change; the quantity and distribution of verbal contributions were measured by a revised form of Meil's verbalization chart. Attitudinal findings favored the experimental group only slightly, but actual changes were probably underrepresented because of time limitations and the fluidity of the RP/D method. Experimental sections showed a significant increase in discussion time consumed by students, but no significant gains occurred in the number of students participating or in equality of participation. Experimental sections improved greatly in the extent to which student comments were concrete and real, expressed feelings as well as information, and integrated information with interpretation. The findings imply (among other things) that role-playing/discussion used in the teacher-training setting helps bridge the gap between precepts taught and methods practiced by instructors of teacher trainees.

547 THE USE OF ROLE PLAYING AS A METHOD FOR PRODUCING SELF-PERCEIVED PERSONALITY CHANGE. Levin, Barry Livingston. Columbia University. 85 p., 1959.

548 ROLE PLAYING IN THE TEACHING OF AMERICAN IDEALS. Shaftel, Fannie R. Stanford University. 189 p., 1949.

2960 Case Studies

549 COMPLEMENTARITY AND MARITAL CONFLICT: THE DEVELOPMENT OF A CONCEPT AND ITS APPLICATION TO THE CASEWORK METHOD. Meyer, Carol H. Columbia University. 262 p., 1957.

3000 Conferences, Institutes, Workshops Clinics

550 EVALUATION OF THE EDUCATION WORKSHOP. Morris, Summer Burton. Stanford University. Ed.D. 6881. 131 p., 1953.

The problem was to identify how the effectiveness or lack of effectiveness of the workshop could be determined more accurately than had been formerly achieved. A first step was to identify the nature of the workshop and define it as a specific activity. Investigation of the nature of evaluation processes was the nest step. A critical analysis of these evaluations was then made. The following are some characteristics which represent the consensus regarding the nature of a workshop as reported in the literature: (1) a workshop should be "participant-centered"; (2) informality and a spirit of permissiveness should be prevalent at all times; (3) participants should have sufficient experience, training, or maturity to insure their pursuing a personal problem or interest or meeting a need of a real and practical nature; (4) a staff of specialists and consultants representing a variety of fields related to the workshop theme should be available; (5) evaluators of the workshop have basically attempted to find out if the workshop experience had a significant effect on the feelings and attitudes and resulting professional behavior of its participants; and (6) one of the principal criticisms of workshop evaluation appears in the lack of attention to a first step in systematic evaluation criteria.

551 A DESCRIPTIVE ANALYSIS OF A LEADERSHIP WORKSHOP. Moss, Hugh Franklin. Auburn University. Ed.D. 60-5338. 142 p., 1960.

The purpose of the study was to report as objectively as possible on a summer workshop experience in terms of the leadership roles of the participants and the workshop staff. A second purpose was to report on a follow-up regional research project which was an outgrowth of the experiences of the workshop participants. Principal's and supervisor's Role Concept Q-Sorts were the instruments used to measure perceptions and predictions of ordinary and ideal roles for principals and supervisors. The principals and supervisors sorted the instrument at the beginning and end of the school year. Each time they first described how they ordinarily behaved on the job. The second described how they would like to behave or what their ideal behavior should be. The third sort was a prediction of how they believed that their teachers saw them behaving on the job. The teachers made two sortings at the beginning of the school year and at the end. The first described how they perceived the principal or supervisor behaving on the job. The second described how they would like him to behave or what his ideal behavior should be like. Some graduate fellows did participate in the workshop. However, there was not sufficient number to warrant a statement to the effect that the Southern Education Foundation's purpose was achieved. The University Centers did not gain a better understanding of the "Spirals of Change" theory. This was another purpose of the Foundation which was not achieved.

552 A STUDY OF THE CRITICAL REQUIREMENTS OF CONFERENCE BEHAVIOR. Gropper, George Leonard. University of Pittsburgh. 98 p., 1956.

553 A STUDY OF CONFERENCE GOALS AS RELATED TO THE PLANNING AND EVALUATION OF EDUCATIONAL CONFERENCES. Jackson, James Donovan. Michigan State University of Agriculture and Applied Science. Ed.D. 20076. 1956.

554 THE DEVELOPMENT OF AN OBJECTIVE ANALYSIS OF THE CONFERENCE METHOD OF LEARNING. Marlow, Harper Leroy. Cornell University. Ed.D. 10746. 1955.

555 A STUDY OF A WORK-GROUP-CONFERENCE METHOD FOR PRODUCING CURRICULUM CHANGE. Meier, Arnold Raymond. Wayne University. Ed.D. 1959.

556 A STUDY OF THE ATTITUDES OF ADULT CONFERENCE PARTICIPANTS TOWARD THREE TYPES OF CONFERENCE EXPERIENCES. Dean, Leland. Michigan State University. 1956.

See also: 2300 Residential education

3010 Inservice

*557 DEVELOPMENT AND EVALUATION OF A TRAINING PROGRAM TO IMPROVE COORDINATION. Winters, Clifford Lee. Chicago University. 253 p., 1949.

The problem investigated in this study was the development and evaluation of an in-service training program designed to improve coordination in an organization. After the data of an initial survey had been analyzed, a proposed training program and objectives for such a program designed to alleviate problems of coordination in the organization and built around the needs and interests of the learners and the environmental requirements of the learners were presented to the general office staff and representatives of a University of Chicago research staff for their criticisms and suggestions. In order to evaluate the program, following the training program the test of the understanding of the subject-matter of decision was administered to all works training directors. The major findings were: (1) prior to an in-service training program developed for key personnel in the organization at least two aspects of non-coordination existed--a lack of adequate two-way communication, and a differential understanding of the subject-matter of decision (educational principles) between the general office level and the local level of the organization. Both of these were improved by the training program. As a result of this program, the works training directors had a qualitatively different perspective of their job and their profession. Participants' evaluation of content, methods, and learning environment was generally favorable. The major criticism was the limited involvement of the works' training directors.

558 INCENTIVES USED IN IN-SERVICE EDUCATION OF TEACHERS. Corey, Noel D. Indiana University. Ed.D. 59-6576. 386 p., 1959.

Questionnaires returned by 1,197 teachers and 259 principals from 262 member schools of the North Central Association of Colleges and Secondary Schools indicate that democratic staff participation is the key to a successful program of in-service training. Participation motivates professional growth in teachers. Teachers appreciate the opportunity to share in the determination and execution of their own programs. The administrator must secure a working relationship with his staff based on mutual confidence and trust. Teachers need to realize the responsibility which rests with the administration in the operation and execution of school policy and be cognizant that the problems of administration are of the utmost importance in the determination of courses of action. The orientation of new teachers presents a great opportunity for inservice training. Community participation, teacher-administrator-parent committees and community contacts are valuable assets in an inservice program. Sex, age, marital status, and parenthood do not appear to be major factors affecting the teachers' willingness or ability to participate in inservice programs.

559 THE IMPROVEMENT OF AN IN-SERVICE EDUCATION PROGRAM THROUGH THE USE OF FOUNDATION FUNDS. Causey, John P. Oklahoma State University. Ed.D.

221 p., 1959.

The study reported on the inservice education program improvement of Morehouse Parish Louisiana public schools, through funds furnished by the International Paper Company Foundation, 1956-58. Detailed description of Morehouse Parish, its schools, the established inservice education programs, how fundation support was obtained and how the program of inservice education was improved was included. Alabama Polytechnic Institute was consulted and helped formulate policy which served the three groups involved in the program, and enabled the schools to utilize foundation funds without interference or control by the foundation. The ten types of inservice projects were reported on in detail and included such projects as-a preschool workshop for parents and teachers, professional growth days, curriculum meetings, and study groups on subject matter. The six appendixes include such materials as--guide lines for personnel, testing, grouping, and so on, parent-teacher workshop schedule and evaluation form, and reports on observations in various schools.

560 THE IN-SERVICE TRAINING OF RELIGIOUS SECONDARY SCHOOL TEACHERS IN CONGREGATIONS OF WOMEN IN THE UNITED STATES. Fahey, Mary Ralph (Sister). Fordham University. 151 p., 1960.

The author undertook to clarify the current status of inservice training both for existing Catholic secondary school teaching sisters as well as newly assigned teachers. Personal interviews and a questionnaire survey were used to assess the prevalence of functional inservice education and the extent of effectiveness. Attention was given to such aspects as overall inservice training responsiblity, program planning, methods of orientation and training, cooperation by new teachers, evaluation of instruction, assignment of teachers, cultivation of professional attitudes, the role of graduate study in inservice education, and educational opportunities for religious secondary school teachers not selected for graduate study. Some findings and conclusions were: (1) in theory, religious congregations exhibit a professional approach to determining the teaching level of candidates and the appropriate fields for those selected for secondary training; in actual practice, many place all teachers, regardless of ability, aptitude, temperament, or preference, at the elementary school level for their beginning experience; (2) teacher development receives less attention at the secondary level than at the elementary level; (3) once the special capabilities of a teacher or teacher candidate are determined, she should be placed at a grade level and in a teaching situation in which she can succeed; (4) responsibility should be clearly fixed for the planning and execution of inservice programs; (5) more and more teaching sisters (especially in science and mathematics) are receiving stipends for graduate study.

561 AN IN-SERVICE PROGRAM OF TEACHER EDUCATION. Gaddis, Terence Bernard. Stanford University. Ed.D. 303 p., 1952.

Focusing on such factors as purposes, procedures, commitments, leadership, evaluation, and human relationships, this study analyzed an inservice program of teacher education in a large city to discover the nature of the processes involved and the ways in which they influenced its development. The author discussed and evaluated teacher involvement in purposes and planning, the relevance of purposes to the needs, interests, and problems of teachers, teacher resistance (fairly minor problem) to concepts and ideas presented in study meetings, then nature and frequency of evaluations within the program, the absorption of groups and individuals into the decision-making structure (Planning Committee), and other major aspects of the training experience. Some major conclusions were: (1) the program might have been better if teachers had participated more fully in planning the purpose and procedures; (2) teachers' needs were met more directly and fully when the program focused on children's problems and on techniques for understanding children better as individuals and in class groups; (3) confusion and delay resulted from unanalyzed abstractions underlying the original program purposes; (4) potentially desirable commitments were not received from many teachers and some other personnel; (5) evaluation of progress throughout the program was quite adequate and effective; (6) interpersonal and intergroup relations were the principal factor in the success of the training effort.

*562 A HANDBOOK FOR TEACHERS OF ADULTS IN HAWAII. Mann, Arthur F. Columbia University. Ed.D. 145 p., 1951.

An account was given of a proposed plan for developing and implementing a handbook as the first step in an inservice training program for public school adult educators in Hawaii. A literature review, general questionnaire responses from teachers of adults, and specific suggestions by the teachers, were used in developing the tentative handbook. The handbook, which contains ideas for discussion topics at the end of each section, was simply meant as a springboard from which teachers could launch discussion groups in local community centers. Several underlying principles were formulated: (1) inservice programs for adult leaders are educatioanlly desirable; (2) such programs should be an integral part of adult education; (3) they should be cooperative, continuous, and planned, but also flexible; (4) they should be democratically conceived and carried out; (5) inservice training should be evaluated by the entire staff; (6) participation in inservice programs should be voluntary. Individual activities and annual island-wide conferences were suggested as ways of supplementing the handbook. (The handbook itself is divided into six sections: Adult Education in Hawaii; Psychology Helps Us Understand Adults; We Look At Our Students; Adult Teachers for Adult Students; Methods That Work with Adults; and Audiovisual Aids for Adults.)

563 A STUDY OF THE PRE-SERVICE AND IN-SERVICE TRAINING OF FULL-TIME TEACHERS IN COEDUCATIONAL PROTESTANT CHURCH-RELATED JUNIOR COLLEGES. Veltman, Peter. Northwestern University. 253 p., 1959.

564 IN-SERVICE EDUCATION OF TEACHERS OF VOCATIONAL AGRICULTURE IN VIRGINIA. Diggs, Kermit Hunter. Cornell University. Ed.D. 1957.

565 AN EXPLORATORY STUDY OF AN IN-SERVICE METHOD TO CHANGE TEACHER ATTITUDES. McClintock, William Frederick. Claremont Graduate School. 265 p., 1957.

566 THE ORGANIZATION OF AN IN-SERVICE TRAINING PROGRAM FOR PAN AMERICAN WORLD AIRWAYS. Minear, Leon Pierson. Stanford University. 1947.

567 TEACHERS AS CURRICULUM WORKERS: A CASEBOOK FOR INSERVICE USE. Grant, Sydney Robert. Columbia University. Ed.D. 222 p., 1961.

3020 Short Courses

568 A SURVEY OF SHORT COURSE PROGRAMS IN THE UNITED STATES AND CANADA. Larson, Vernon Carl. Michigan State University. Ed.D. 137 p., 1955.

The author surveyed the prevalence and size of the short-course program in American land-grant institutions, comparable training opportunities in Canada, the organization and administration of short-course programs, general characteristics of existing programs, and ways in which short courses are integrated into the total pattern of agricultural education. Thirty land-grant and 13 Canadian institutions had short courses (i.e., nondegree agriculture or home-economics programs lasting four weeks or more). Data were obtained on such program aspects as counseling and orientation, placement and followup, scholarships, instructional techniques, promotion of programs, and administrative problems. Some important findings were: (1) in most institutions, under 10% of students transferred to degree courses; (2) over thirty types of leadership activities were being used to train short-course students; (3) 28% of the institutions provided placement and followup services, while 61% provided placement only; (4) publicity, staffing, student housing, adequate budgets, provision of scholarships, and the need for a full-time director, posed problems. The 23 land-grant and related institutions lacking short courses most often cited a limited budget and inadequate housing and instructional facilities as the reason. However, 14 of these institutions indicated a desire to establish a short-course program.

*569 RESISTANCE TO INACCURATE INFORMATION IN THE MASS MEDIA. Conley, Veronica L. Chicago University. 4484. 216 p., 1959.

The central problem of this study was to explore a method for learning more about the public. The method involved the observation of the success of an educational effort among four groups with varying motivations to learn and in a situation from contemporary life in which a competing and conflicting force was in operation. The method was intended to provide different styles of information. The major conclusion of the study was that the method which was explored was effective. Three hypotheses were successfully tested and valuable information was secured. Within the framework of this research method extensive evidence became available to support completely the first hypothesis that nurses, physicians' wives, and subscribers of Today's Health were more resistant to inaccurate health messages than average women. The second hypothesis that resistance varied directly with education was supported partially. The third hypothesis that resistance to inaccurate health messages varied inversely with age was the least well supported. This method which provided for a test situation from contemporary life was particularly significant in the range of data which it uncovered. Results included information on the level of health knowledge both in terms of facts and understanding, and their application in health practices. They provided estimates of the strengths and weaknesses of competing and conflicting messages.

*570 A STUDY OF THE FACTORS INFLUENCING THE ACCEPTANCE OR REJECTION BY PROGRAM DIRECTORS OF MICHIGAN RADIO STATIONS OF ADULT EDUCATION PROGRAMS PRODUCED AND DISTRIBUTED BY RADIO STATION WKAR, MICHIGAN STATE UNIVERSITY, EAST LANSING, MICHIGAN. Frymire, Lawrence Terrell. Michigan State University. 61-4953. 148 p., 1961.

This study appraised the factors influencing the acceptance or rejection by Program Directors of Michigan Radio Stations of Adult Education programs produced and distributed by Radio Station WKAR, Michigan State University, East Lansing, Michigan. The 65 cooperating program directors were asked to evaluate programs of the WKAR Tape Program Service in relationship to several factors which they considered important to their daily programming practices. The mail questionnaire and personal interview techniques were used to collect these data. A 72.3 percent return of questionnaires was achieved. From these data it was determined that there was a significant degree of relationship between the level of education completed by the program directors and the number and type of Adult Education programs accepted by them. It was further determined that they did not formulate program policies at the station. Fifteen-minute programs in the area of state government was a first choice for future tape program service distribution. Other recommended program types were: interviews with prominent people,and programs for teen agers, the aging, and children. Five- and thirty-minute programs were recommended by the program directors who also preferred one-program-per week schedules.

*571 AN ANALYSIS OF ADULT INTERPRETATION OF SIGHT AND SOUND IMPRESSIONS AND THEIR APPLICATION TO THE MEDIUM OF TELEVISION. Tomlinson, William Henry. Michigan State University. 59-2652 369 p., 1958.

This study analyzed adult interpretation of sight and sound impressions and their application to the medium of television. To carry out this investigation, the closed-circuit television facilities of Michigan State University were employed for a period of four evenings. During this time a heterogeneous cross-section comprising 72 adults from the local adult education program, university students and citizens of the community were participants in the experiment. Each evening four sight and/or sound impressions (pictures) were transmitted over the system, with immediate, written descriptions of what had been seen/heard. The sound impressions (audio) were written in two different styles, popular and learned, according to composite forms derived from previous studies. The following were among the results of the experiment: (1) the sight impressions of television were, for the most part, reinforced by the supplementary sounds; (2) those sight impressions which required the least amount of explanation in the form of verbal supplement approached the level of literal representation; (3) those sight impressions which required the greatest amount of explanation in the form of verbal supplement approached the level of enigmatic meaning; (4) the sound impressions of television were, for the most part, made more meaningful by the addition of pictures; (5) sound impressions written in the popular style made the interpretation of most categories of pictures and seemed to make them less meaningful.

*572 DIFFERENTIAL ROLES OF THE PRESS AND THE RADIO IN AN EXTENSION PROGRAM IN THE UNION OF SOUTH AFRICA. Van As, Marthinus Luther. Cornell University. 60-601. 239 p., 1960.

This study investigated the differential roles of the press and radio in the adoption of new farm practices in South Africa. Of the farmers sampled, 93% owned radios, 91% subscribed to at least one newspaper, and 90% subscribed to at least one farm magazine. Afrikaans speaking farmers read more in farm magazines, and listened less to commercial radio stations, than English speaking farmers. Formal education, farm size and capital outlay, were more significantly related to newspaper and farm magazine subscription and use than to radio listening. As regards information sources, government agents reached the largest number of farmers and posters the least; newspapers reached 57%, and radio, 48%, of the farmers. Farm magazines were the most efficient in terms of reading or listening time per farmer reached. It was concluded that the mass media (especially newspapers and farm magazines) were most important at the information dissemination stage, but that government agents were the main factor in decision-making and action.

*573 THE WISCONSIN COUNTY AGRICULTURAL AGENT AND ITS USE OF MASS MEDIA. White, Maurice Everett. Cornell University. 61-1005. 297 p., 1960.

This study focused on the Wisconsin county agricultural agent and his use of the mass media. Data were gathered through personal interviews with 66 of the 70 county agricultural agents in Wisconsin holding the highest administrative positions in county extension work. Wide differences between agents in the extent of use of the various mass media were discovered. Agents spent approximately 172 hours per week on radio activities; however, the mean of all the agents was 156 hours. Five agents spent no time on radio activities. Wisconsin agents spent a total of 87 hours per month on television activities. The range was 0 to 400 minutes per month; the mean was 124 minutes. They spent 93 hours per week on daily newspaper work. The range was 0 to 270 minutes per week; the mean 97 minutes per week for all agents. The agents wrote and sent out 2,742 circular letters in one year. The range was 5 to 250; the mean 42 letters per year. These letters reached 108,420 families in one year. The extent of use of each of the media was associated with 28 personal and situational factors of agents, including attitudes and beliefs.

*574 AN INVESTIGATION OF THE IMPACT OF TELEVISION UPON THE MATURING PROCESS OF THE ADULT. Tadros, Samy S. Indiana University. 60-2850. 182 p., 1960.

A survey made of empirical research related to television content and effects on adults turned up 39 pertinent studies which were analyzed using five criteria of adult maturity, gleaned from the literature. Opinions of 44 American university adult educators regarding problem areas needing research were solicited. It was concluded that television is capable, through information-or orientation-type programs, or helping adults to mature. However, much of commercial television is devoted to escapist drama deviating from realistic representation of existing social problems and to commercials lacking integrity, which seem to stultify adult growth. There is no evidence that television drama causes stereotyping of adult behavior. There is a lack of programs on literary masterpieces which would challenge adults' appreciation and critical faculties. Although television can promote citizenship responsibility and racial tolerance, little time is devoted to controversial issues. Television program evaluation should be based not on ratings, but on its effect on the adult viewer's maturaing process. Adult educators recognize a need for continuing research on television to enable them to promote adult maturity via television.

575 THE EFFECTIVENESS OF VARIOUS PRACTICES IN DISSEMINATING INFORMATION ABOUT PUBLIC SCHOOL ADULT EDUCATION IN CALIFORNIA. Damon, Thomas Frank. Stanford University. Ed.D. 23,171. 96 p., 1957.

The effectiveness of various practices in disseminating information about public school adult education in California, was the focus of this study. Two questionnaires were used in the survey. The first asked 162 adult school administrators to indicate information-disseminating methods used; the second asked enrolling adult students how they received information about adult education. Newspapers and printed schedules were found to be the most-used information disseminating media while most students received adult education information by word-of-mouth or from the printed schedule. More than 60 percent of the schools used the following informational media regularly: newspaper stories and pictures, schedules and other printed information, word-of-mouth publicity, and letters or post cards in the mail. Ten percent or more of the students indicated the following sources of adult education information: word-of-mouth, adult school schedule or other leaflet, newspaper, and letter or post card. Other data indicated that administrators thought newspaper, printed schedules, and word-of-mouth publicity worked best. Schedules were the most expensive medium to use, costing $1.13 per unit of average daily attendance compared to eighteen cents or less for other methods. Newspaper publicity reached older persons more than younger, and women more than men.

576 ORGANIZATION OF THE FARM AND MASS COMMUNICATION. Smith, Joel. Northwestern University. 129 p., 1954.

576A AN ANALYSIS OF THE RADIO-TELEVISION TRAINING PROGRAMS IN INSTITUTIONS OF HIGHER EDUCATION. Anderson, Dale Norman. Michigan State University. Ed.D. 293 p., 1960.

3120 Multi-Media Methods

*577 ADVISOR'S PERCEPTIONS OF CHANGES IN EXTENSION COMMUNICATIONS METHODS IN FIVE FAST GROWING AND FIVE SLOW GROWING CALIFORNIA COUNTIES. Dail, Howard Meredith. Wisconsin University. 60-5731. 167 p., 1960.

The purpose of the study was to secure information that would be useful in understanding the influence of population growth and changing audience composition on cooperative extension communications methods used by county staffs in ten California counties (five fast growing and five slow growing). Personal interviews with 56 staff members provided much of the data. Among the findings were: (1) extension radio programs and news stories were of declining importance to a large proportion of fast growing county advisors but continued to be of importance to slow-growing county advisors; (2) one-sheet answers were considered more effective by advisors in fast-growing counties and county-prepared circulars were given higher ratings in fast-growing counties; (3) mass media was given more importance by advisors in fast-growing counties; (4) of the mass media, commodity letters were ranked first in importance to both groups of advisors; (5) leadership training meetings were of more importance to a higher proportion of advisors in fast-growing counties; (6) advisors in about the same proportions in both types of counties indicated that most group and individual communications methods brought them more satisfaction than mass media methods.

3150 Audio-Visual

578 A STUDY OF THE AUDIO-VISUAL ADMINISTRATIVE AND SUPERVISORY FUNCTIONS IN SELECTED SCHOOLS OF VOCATIONAL AND ADULT EDUCATION IN WISCONSIN. Barnard, David Putman. Indiana University. Ed.D. 14,566. 468 p., 1955.

A study of the audio-visual administrative and supervisory functions in selected schools of vocational and adult education in Wisconsin, involved the development of interview guides for audio-visual coordinators and instructors on the basis of the author's review of the literature in the fields of audio-visual administration and vocational education. Both guides were validated by Indiana University Audio-Visual Center personnel. The guides were used as the basis of the author's interviews with coordinators and instructors in fifteen randomly selected vocational adult schools. The fifteen schools reported varying patterns of audio-visual administration and supervision; however, the following major trends were in evidence: (1) all coordinators combined their audio-visual responsibilities with teaching and other administrative duties; (2) faculty preview and consultation services were conducted on an informal basis; (3) faculty members predominantly operated the equipment; (4) a majority of the schools decentralized the storage of materials; (5) a majority of the schools centralized the storage of equipment; (6) minor repairs were supervised by the coordinator; (7) most schools provided for the training of personnel in the operation of equipment; and (8) most coordinators expressed the opinion that funds expended for audio-visual purposes were inadequate.

*579 THE ADMINISTRATION OF THE AUDIO-VISUAL PROGRAMS OF THE JUNIOR COLLEGES OF SOUTHERN CALIFORNIA. Mehra, Lal Chand. University of California (Los Angeles). Ed.D. 319 p., 1952.

A study was done on current practices, problems, and anticipated trends in the administration of audiovisual programs in 16 southern California junior colleges. Data were gathered on the settings, staff, and facilities of audiovisual centers; audiovisual equipment and materials available; their location and frequency of use; development of methods and techniques; future trends in program administration; and prevailing practices as noted by administrative heads of school systems and audiovisual centers. Some conclusions were: (1) audiovisual programs are largely handled by instructors, who devote varying amounts of time; (2) most audiovisual coordinators have responsibility for equipment and materials only; (3) not all the colleges implement their curricula with audiovisual instructional materials; (4) effective use of available resources requires fully adequate coordination at the college level; (5) coordinators' responsibilities are ill-defined in a number of institutions, and their programs have lacked careful planning; (6) the demand for audiovisual services is increasing wherever adequate coordination exists; (7) a need exists for more and better commercially made college-level films, more trained specialists to act as coordinators, and audiovisual expert for each curricular field in each college, and evaluations of program effectiveness.

580 AUDIO-VISUAL COMPETENCIES NEEDED BY RELIGIOUS EDUCATION WORKERS IN PROTESTANT CHURCHES AND PRE-SERVICE TRAINING IN THESE COMPETENCIES. Haycock, Ruth Camilla. Syracuse University. Ed.D. 155 p., 1956.

581 THE USE OF SELECTED AUDIO-VISUAL MATERIALS BY TEACHERS OF VOCATIONAL AGRICULTURE IN WISCONSIN. Mikhall, Fouad Ragheb. University of Wisconsin. 245 p., 1960.

582 SOME FACTORS RELATED TO THE UTILIZATION OF AUDIO-VISUAL MATERIALS, WITH SUGGESTIONS FOR TEACHER PREPARATION IN THIS AREA. Camp, Maurice B. Pennsylvania State University. Ed.D. 143 p., 1957.

3170 Audio

*583 THE PREPARATION AND EVALUATION OF RECORDING USED AS DISCUSSION STARTERS WITH ADULT GROUPS. Tewes, Helen Kathaline McCall. Michigan University. Ed.D. 5746. 247 p., 1953.

The purpose of this investigation was to prepare and evaluate recordings used in discussion starters with parent groups. The population consisted of 588 adults who were members of 26 groups ranging from 7 to 64 members and located in Ohio, California, and Michigan. Skits were written and recorded with the idea that they should portray common experiences, controversial issues and educational concepts of concern to parents in problematic situations. The recordings were evaluated by the members of the groups taking part in the investigation. The data indicated that: (1) the ratings on all questions except one tended to be average or above; (2) the crude or inspectional mode for each evaluation question was higher than the mean; (3) in all groups from 70 to 100 percent of the members took part in the discussion, with the exception of one group in which 50 percent took part; (4) in mixed groups, parents participated in discussions to a greater extent than did those who were not parents; non-professionals than professionals; men than women; (5) there was consistently higher participation in groups less than twenty than in groups of twenty or more; and (6) parents, non-professionals, and men appeared to rate the recordings higher as discussion starters than did those who were not parents, those who were professionals, and those who were women.

3190 Film

*584 A COMPARISON OF METHODS OF FILM UTILIZATION IN RELATION TO COMMUNITY SELF-ANALYSIS AND ACTION. Batho, Marshall George. University of Wisconsin. 249 p., 1954.

The author tested the relative merits of four methods of film forum leadership on community attitudes and on 24 community improvement programs (six per method). Most uses of the film were accompanied by significant attitude changes on streets, public buildings, business places, recreation, parks, hospital services, public transportation, school services to children, school services to the community, participation by school staff in public affairs, participation by government officials in community affairs, and cooperation between community organizations. In addition, two methods yielded significant attitude changes on a thirteenth item, welfare services. Specific methods differed significantly in effectiveness on all but two items. Some other findings and conclusions were: (1) film-forum participants differed significantly from nonparticipants in regard to community awareness; (2) local leadership (Methods I and II) was best when the objectives was to improve social relationships; (3) participants became much more dissatisfied with the status of the 13 community improvement factors in their own towns.

*585 THE REALIST FILM AND SOCIAL ATTITUDES, AN EXPLORATORY STUDY OF "THE QUIET ONE." Miller, Harry L. Columbia University. Ed.D. 148 p., 1951.

Using responses by viewers of "The Quiet One", a documentary film about a Negro child in the Wiltwyck School for disturbed and wayward boys, this visual communication study probed the various interrelationships among prejudice, identification (i.e., with a character), and message extraction. The film itself carried three distinct but interrelated messages concerning children's deep need to be loved and wanted, psychiatric care for disturbed children, and the impact of poverty and slum conditions on mental health. Questionnaire responses and taped comments were obtained from 53 whites and three Negroes. It was determined that 18 respondents (the Insight Group) had understood the film's full message, 29 had gained a superficial grasp of the message, and nine (the Derailment Group) had shown low comprehension attributable either to strong prejudice or distracted attention. Findings suggested, among other things, the need to work out and disseminate more refined techniques for using documentary films dealing with intergroup and interpersonal relations.

*586 LEARNING FROM INSTRUCTIONAL FILMS AS INFLUENCED BY METHODS OF FILM PRESENTATION. Minter, Philip Clayton. Wisconsin University. 60-3240. 153 p., 1960.

This study sought to determine, with statistical exactitude, the effect of four different methods of presenting instructional films used in a class room situation. The experimental design used was a Greco-Latin square, which permitted the examination of the methods of presentation while strictly controlling three other variables (differences between films used, differences among audiences tested, and differences due to the order of showing the films). A questionnaire was given at the first meeting to determine the interest of each individual in sewing and an introductory film Staystitching was shown to each class. An objective test of the factual information learned was given immediately following the showing of each test film. The multiple range tests revealed that for those classes or groups which responded to the method of presentation except the disinterested group from the first experiment, the method of participation produced significantly more learning than the other three methods which showed no significant difference among each other. Differences between the classes and the order of showing were not consistent and of no consequence to the experiments. It was concluded that for informational type films used in class room situations a class discussion followed by note taking should lead to increased learning for the class as a whole and for the disinterested and more intelligent individuals in the class.

587 THE EFFECTS OF TWO TYPES OF SOUND MOTION PICTURES ON ATTITUDES OF ADULTS TOWARD MINORITY GROUPS. Goldberg, Albert Leonard. Indiana University. Ed.D. 17,769. 142 p., 1956.

The first problem of the investigation concerned the measurement of attitude changes associated with viewing two types of sound motion pictures. The second problem of the study sought to determine the relationship of age, education, religion and sex to attitude changes associated with viewing the motion pictures. The sample of the study consisted of 304 adults in the Detroit area and the administration of the procedure took place during 1954 in seven different situations. Each of the seven groups was randomly divided into treatment sub-groups for film viewing. Prior to film each subgroup completed the scale of 34 items. After the film the scale was agian completed. A personal information sheet was appended to the last form. Mean scores per scale and per treatment group was tabulated in accordance with the published material on the "E" scale. Standard statistical procedures, the analysis of variance, the analysis of covariance, "t" tests, and the standard error of the mean difference in scores, were used to analyze the data. Some of the conclusions were: (1) no significant changes resulted from viewing "Boundary Lines" or "Picture in Your Mind" when the subjects were unclassified or classified according to age; (2) four of the seven groups had significantly lower scores on the final scale as a result of viewing "The High Wall"; (3) more significant changes in subjects according to age were found in connection with the viewing of "The High Wall"; (4) the more educated subjects were affected significantly by the abstract films, the less educated by "The High Wall"; and (5) Catholic subjects were unaffected by both film treatments; protestants were affected significantly by both film groups but scored high with "The High Wall".

588 SOME PROPOSED CRITERIA FOR SELECTION OF MOTION PICTURE MATERIALS TO BE USED IN THE RELIGIOUS EDUCATION OF ADULTS. Noss, Davis S. University of Chicago. 185 p., 1952.

The present study summarized and evaluated existing criteria for selecting films for adult religious education, explored well-established fields of inquiry relevant to such films, formulated six kinds of criteria for consideration, and tested the resulting checklist in six tryout sessions with film previewing groups. General criterion groupings were personal involvement, discovery of membership values, meeting challenges, emergence of new insights, practical action, and perfection of techniques. Among other things, these criteria treated films as raw material for group experience rather than as subject matter to be transmitted; drew upon dramatic principles and the unique contributions of the film medium; and approached learning in personal terms. Suggestions were also given to producers and users concerning specific kinds of films needed.

589 A STUDY OF THE USE OF 16mm FILMS BY COMMUNITY ORGANIZATION WITH SPECIAL ATTENTION TO THE LOUISVILLE FREE PUBLIC LIBRARY AS A SOURCE OF FILMS FOR SUCH GROUPS IN LOUISVILLE, KENTUCKY. Salley, Homer Ellison. Indiana University. Ed.D. 22991. 1957.

3200 Educational Television

590 THE HISTORY OF EDUCATIONAL TELEVISION -- 1932-1958. Zaitz, Anthony W. Wisconsin University. 60-2475. 373 p., 1960.

The development of educational television to 1958 is traced through a survey of the literature, interviews, and correspondence with persons involved in its establishment. Following hearnings conducted by the Federal Communications Commission from 1948 to 1952, 242 television channels were reserved for non-commercial, educational use. During 1952 and 1953, funds were raised, and in the following years, attention was directed toward meeting operational and programing costs, selecting television teachers and suitable subject matter, and improving television teaching techniques and program quality. Open-circuit programing for the general public mostly in the UHF band, has developed concurrently with closed-circuit television which has won wide acceptance in schools even though new demands on teaching skills and lesson preparation cause many teachers to avoid it. By 1958, more than 716,000 people had invested $60,000,000 in educational television and educational broadcasting was successfully competing with commercial programing in some areas. Some educators believe that educational television might alleviate the shortage of teachers and buildings, and even establish permanent improvement in teaching.

591 USE OF CLOSED CIRCUIT TELEVISION IN TEACHER EDUCATION, RELATIONSHIP TO ACHIEVEMENT AND SUBJECT MATTER UNDERSTANDING. Abel, Frederick Paul. Minnesota University. 61-553. 265 p., 1960.

The usefulness of closed circuit television as a medium for the observation of classes by students in a beginning professional education course at the University of Minnesota College of Education was studied. The effects of three observational media--classroom visitation, closed circuit television demonstrations, and instructional films, were compared on subject matter outcomes and the ability to apply knowledge to classroom situations. The midquarter and final examinations designed for the course and a standardized test battery by Horrocks and Troyer, Tests of Human Growth and Development, were used to measure mastery and application. Six laboratory sections were randomly assigned to the three observational treatments. An additional section served as a control. The sections were comparable in terms of academic ability and prior knowledge. Each group had a maximum of five observations by the dominant treatment, followed by two supplementary observations involving each of the two other methods. It was found that no significant differences existed among the three media. This indicates that closed circuit television holds promise as an economical means of providing observational experiences.

592 COLLEGE-LEVEL TELECOURSES FOR CREDIT: AN EXAMINATION OF THE NEW ASPECT OF ADULT EDUCATION, WITH EMPHASIS ON ACTIVITIES OF WOI-TV. Heath, Harry Eugene, Jr. Iowa State University. 386 p., 1956.

This study was designed to provide information concerning the college-level telecourse for credit; for example, its procedures, problems and state of development. Personal interviews and mailed questionnaire returns were the primary sources of data. The stated objective of WOI-TV in presenting telecourses was to extend the educational benefits of Iowa State College to those who otherwise could not receive them. Some criteria for selecting courses were: (1) the course should have few, if any, prerequisites; (2) whenever possible it should be general in its audience appeal; (3) an acceptable instructor should be available; and (4) the course should be a rewarding educational experience for non-credit as well as credit viewers. The instructor made no effort to popularize the course. He spent about five hours in preparation for each thirty-minute lecture due to the "seriousness of mistakes over the air which could not be fully corrected." Only one rehearsal was held. However, the instructor did hold briefing sessions with the program director during the thirty minutes before each broadcast. A cooperative attitude existed between teacher and station staff. The instructor followed his usual classroom pace in presenting the subject, but eliminated some supporting ideas and examples normally used. (A detailed description of the characteristics of telecourse students is included.)

593 CHARACTERISTICS OF STUDENTS IN A CREDIT COURSE BY TELEVISION OFFERED BY THE UNIVERSITY OF CALIFORNIA EXTENSION, SOUTHERN AREA. Nicklin, John Richard. University of California (Los Angeles). Ed.D. 198 p., 1955.

The study described students enrolled in an experimental University of California Extension credit art course on commercial TV, and analyzed specific student reactions to the course. Data were obtained on personal and socioeconomic background (geographical distribution, age, sex, marital status, formal education, adult education experiences, occupational status, income) as well as on reasons for taking the course, how one first learned about it, number of programs viewed, number of persons watching, grades received, rating of the course, features most liked and least liked, time preferences, overall attitudes toward telecourses, and other course offerings desired. Compared to oncampus and conventional Extension students, the telecourse participants tended to be less educated, female, older, married and exclusively a homemaker, and in a higher income bracket. They were more likely to have learned of the series by TV announcement or newspaper; preferred weekday morning telecasts; and had generally taken the course for self-improvement only.

*594 SOME CONSIDERATIONS REGARDING TELEVISION AND ADULT EDUCATION. Stone, C. Walter. Columbia University. Ed.D. 235 p., 1949.

Intended as an introduction to television as a potential instrument of adult education, this pilot study pointed out some of the limitations, possibilities, and implications of the medium, and suggested areas of research which will be required as experience is accumulated. Technical and other developments--both prewar and postwar--were traced, followed by a review of current (1949) public service offerings on commercial television. Other kinds of educational applications were also covered: defense training during World War II, public and higher education, museum and library programs, and so on. It was argued that practical working standards are needed for constructive criticism of television productions, and that (except for special technical features) evaluation criteria relating to the communicative and educational value of television should be basically the same as those for other media. The study also described a laboratory project in educational television program evaluation at the Institute of Adult Education, Teachers College, Columbia University.

*595 EDUCATIONAL TELEVISION AND THE IDENTIFICATION OF COMMUNITY EDUCATION NEEDS. Blair, Joseph Skiles, Jr. Ohio State University. 63-2476. 221 p., 1962.

A study was made to determine to what extent educational television stations served their community education needs, and what methods were used to identify the needs. Television stations and community groups in six cities were studied and questionnaires mailed to 48 additional television stations. It was found that few stations had a systematic, organized, continuous plan for identifying community needs, although they indicated an interest in serving the community. Various methods employed by different stations to identify needs included staff discussion, suggestions from school and college personnel, and ideas from viewers and community advisory groups. It was concluded that the Federal Communications Commission's plan of providing opportunities for continued learning by adults through educational television has not been fully realized. Emphasis has been on in-school instructional television. Very few educational stations have devised a systematic, organized and continuous plan for discovering and identifying changing community educational needs.

596 A FIELD STUDY COMPARING CLOSED-CIRCUIT TELEVISION AND FACE-TO-FACE INSTRUCTION FOR AN ADULT READING IMPROVEMENT COURSE. Buckley, Margaret Braun. South Carolina University. 63-1907. 239 p., 1962.

It was hypothesized that gains in reading skills, habits and attitudes toward reading from the televised course would not differ significantly from the gains of a control group taught by identical methods face-to-face. The sample comprised adults enrolled for the sex-session adult evening schools in South Carolina who elected the Reading Improvement course and who returned all the necessary data. Each class session consisted of thirty minutes lecture, including expositions of reading techniques, and an equal amount of class practice. In the televised sections the class practice was supervised by a group leader. The face-to-face sessions were similarly taught, but the instructor for the course conducted the practice portion of the session. An examination of the findings revealed no significant difference in any of the measured areas except rate of reading. The experimental group, taught by television, had made a significantly greater gain in reading rate. This greater gain, however, tended to make the means in rate of reading of the two groups more similar at the end of the course than they had been at the beginning. It was considered that this was a reflection of the tendency to regress towards the mean.

597 A STUDY OF THE ROLE OF TELEVISION AS AN ADULT EDUCATIONAL MEDIUM IN PARENT EDUCATION. Karonsky, George. University of California. Ed.D. 259 p., 1960.

This study investigated the opinions of nursery school teachers, administrators, adult students, and viewing audiences on television as a medium of parent education; the relation between the TV presentation and the ensuing class discussion program; and viewing audience reaction to different television techniques. Data were obtained by a questionnaire, reports of observations, narrative accounts, and a personal relevance scale. Most respondents expressed general satisfaction with the telecasts. A slight majority selected TV over the use of conventional classroom techniques for presenting such a series. (Those who favored classroom settings felt that classrooms provide opportunities for discussion, personal contacts, and sharing of experiences.) Most respondents considered the production methods effective, and singled out the film as the most effective visual aid used.

598 THE EDUCATIONAL TELEVISION STATION IN HIGHER EDUCATION. Morehead, Hubert Pershing. Ohio State University. 243 p., 1957.

599 INSTRUCTIONAL TELEVISION AS A MEDIUMOOF TEACHING IN HIGHER EDUCATION. Niven, Harold Franklin, Jr. Ohio State University. 204 p., 1958.

600 A PLAN FOR EDUCATIONAL TELEVISION IN CALIFORNIA. Noel, Francis Wright. Stanford University. Ed.D. 205 p., 1954.

601 THE SOCIAL AND PSYCHOLOGICAL SETTING OF COMMUNICATIONS BEHAVIOR: AN ANALYSIS OF TELEVISION VIEWING. Pearlin, Leonard Irving. Columbia University. 334 p., 1956.

602 USE OF CLOSED CIRCUIT TELEVISION IN TEACHER EDUCATION: RELATIONSHIP TO PROFESSIONAL ATTITUDES AND INTERESTS. Thompson, Franklin James. University of Minnesota. 202 p., 1960.

603 AN ANALYSIS OF THE IMPORTANCE OF FORMAT TO EDUCATIONAL TELEVISION PROGRAMS. Williams, Richard Henry. University of Wisconsin. 17352. 1956.

604 AN EVALUATION OF CHANGES IN PARENTS' ATTITUDES TOWARD PARENT-CHILD RELATIONSHIPS OCCURRING DURING A TELEVISED PROGRAM OF PARENT PANEL DISCUSSIONS. Tamminen, Armas Wayne. University of Minnesota. 205 p., 1957.

605 A COMPARISON OF STUDENT PERCEPTIONS OF TELEVISED AND CONVENTIONAL INSTRUCTION. Kuipers, Ray Harry. Wayne State University. Ed.D. 176 p., 1961.

3250 Educational Radio

606 THE EFFECT OF PROGRAM FORMAT IN EDUCATIONAL BROADCASTS ON ADULT RETENTION. Goldin, Frank Samuel. Boston University. 310 p., 1948.

The present study compared the impact of specific formats (individual talk, dialogue, dramatization) in promoting retention of subject matter in educational broadcasts on psychological topics; the relationship of retention to such factors as age, sex, marital status, formal education, occupational status, reported tension while listening to a broadcast, and preference for a given topic or format; differences between anticipated and actual retention;

and attitudes toward having educational radio scripts broadcast over the air or used in classrooms. Some major results and conclusions were: (1) although immediate retention on the three formats was about the same, retention after a four-week interval favored the individual talk; (2) women recalled more than men after the four-week interval; (3) retention from the individual talk was significantly related to years of schooling; (4) listeners' actual retention tended to surpass their own predictions; (5) although the experimental subjects were interested in psychology, only 62% favored broadcasts of this type on the air, while 69.5% favored use of recorded broadcasts in psychology classes.

*607 SUGGESTIONS FOR EXPANDED USE OF RADIO IN ADULT EDUCATION ACTIVITIES: A REPORT OF A TYPE C PROJECT. Goldstein, Harold. Columbia University. Ed.D. 119 p., 1949.

To find the extent of radio use in a variety of adult education situations, a survey was made in 1949 of about 200 activities, such as public school adult education, university extention, social agencies, and industry. Out of 95 replies, 54 used radio, the majority for publicity, but also for mass education and as a stimulant for student activity. Main problems were timing and lack of personnel and equipment. In a study of radio broadcasts aired by the four national networks over New York City stations, attention was paid only to those which lent themselves to discussion situations. A typical week's coverage was found heavy during Sunday hours; but, except for Sunday, most of the broadcasts during the week were available at good hours for adult education purposes. Eighteen series were monitored over a four-month period. It was found that: most of the material could serve only as introductory motivating experiences or as supplementary information sources; most provided for little followup activity; current local or national news reflected some areas of adult interest; and, in New York City, most areas of interest to adults were represented in some form. To make radio products more usable by adult educators, low-power FM stations directed by educational ventures could be used; there should be a community council to provide for cooperation between broadcaster and non-broadcaster; and a monthly bulletin listing programs of interest could be made available through libraries, service groups, and other organizations.

608 A STUDY OF THE RESPONSES OF A GROUP OF ADULT FEMALE LISTERNERS TO A SERIES OF EDUCATIONAL RADIO PROGRAMS (VOLUMES I AND II). Fredericks, Carlton. New York University. 12,210. 350 p., 1954.

This was a study of the responses of a group of adult female listeners to a series of educational radio programs. It was confined to a random sample, comprising 5,000 of the listeners who corresponded with the broadcaster in a decade. From the 622 useful responses to this procedure the socio-demographic structure of the audience was established. This group was reduced to 213 individuals, preserving the structure of the original 622 in age, sex, marital status, religion, income, etc. These individuals were interviewed personally and their attitudes, beliefs and practices in nutrition, the variable of choices in the study tested. Analyses of their diets and inventories of their pantries were compiled. These responses were compared with those of a control group of 210 individuals, selected from the same neighborhoods, by procedures which yielded the same frequency distributions of the socio-demographic characteristics previously cited. The homogeneity of the groups was satisfactory, not only with regard to these characteristics but to occupations of husbands and other structuring in which matching had not been sought, leaving the fact of listening to the programs the characteristic signally distinguishing the experimental subjects from the controls. By testing specific hypotheses it was demonstrated that the behavior and beliefs in nutrition of the listeners were significantly different from those of the controls and significantly paralled to the instructions in the broadcasts. It was found that directives which are generalizations are not likely to be followed, where specific instructions are. Conversely, it was found that a dichotomy between beliefs and practices is strongly apparent in an area of health habits where pleasures of the palate vie with the physiological demands of the organism.

609 A SOCIOLOGICAL ANALYSIS OF RADIO AS A FORM OF MASS COMMUNICATION IN AMERICAN LIFE. Rowland, John H. Pittsburgh University. 206 p., 1947.

610 A CRITICAL EVALUATION OF A DOCUMENTARY SERIES OF RADIO PROGRAMS ON RACIAL AND RELIGIOUS PREJUDICES. Hansen, Burrell F. 534 p., 1953.

3600 LEARNING FACILITIES

*610 COOPERATIVE PLANNING FOR THE CONSTRUCTION OF PUBLIC BUILDINGS. Hobbs, Walter R., Jr. Columbia University. Ed.D. 65-9504. 260 p., 1960.

This project proposes to attack the problems of new school building planning upon three fronts, nearly simultaneously. The school initiates the planning process by inviting members of the community to participate in forming the first "front": the *community survey committee*. This group gathers data about population, community history and possible future expansion. Some time later, the second front, the *school survey committee*, is established with the assistance of the school staff to study the existing educational program and school plant. These two groups bring information to the *building planning committee*, operating upon the opening of the third front, where decisions are made and plans produced for the building with the help of expert and professional advice. This group is carefully selected from members of the community, the school population and the school building specialists. Ideas from these many sources are incorporated into working drawings by the architect. The planning phase is completed with the acceptance of the drawings by the staff, the community and the board of education. It is concluded that it is both wise and economical to plan very carefully for a new school building. The local philosophy of education may be pin-pointed and developed to the point where it can be expressed in building plans, through working with school and community groups.

3800 PERSONNEL AND STAFFING

3820 Personnel Selection Policies and Practices

612 PERSONALITY VARIABLES RELATED TO ADMINISTRATIVE POTENTIAL. Malo, Albert H. University of Chicago. 192 p., 1959.

The study investigated traits which executives use to distinguish individuals who are promotable or nonpromotable to administrative positions, the validity of personality tests in identifying relevant variables, relevant factors in personal histories and the answers to projective questions, and the relationship of the administrators' judgments to the variables identified through testing. Major conclusions were: (1) promotables and nonpromotables differ more or less significantly in achievement strivings, academic background, sociability, endurance, feelings of security, and family or social class background; (2) executives make a clear-cut distinction between traits they attribute to those they consider or do not consider promotable; (3) personal histories and projective tests are useful evaluation techniques for administrative potential; (4) personality patterns essential to successful administration as evaluated by executives responsible for promoting persons to administrative positions in an actual business setting, are similar to personality patterns uncovered by tests.

*613 COLLECTIVE NEGOTIATION BETWEEN BOARDS OF EDUCATION AND TEACHERS IN THE DETERMINATION OF PERSONNEL POLICY IN THE PUBLIC SCHOOLS. Eklund, John M. Columbia University. Ed.D. 176 p., 1954.

The present study evaluated new dimensions of managerial relations as they apply to public schools, examined existing laws and controls, and suggested remedies in those situations in which relations between school boards, administrative staffs, and school employees tend to break down. After briefly reviewing the emergence of collective bargaining, the author turned his attention to the legal framework for negotiation (including rights of civil employees) in various states, the settlement of disputes, the role of the superintendent (including mediation), group process and other aspects of employer-employee relations, and three case studies in negotiation between teachers and boards. Main points of the study included the following assertions: (1) participation in a democratic process of self-determination has proved effective in raising morale and providing status for employees; (2) such procedures are well within the legal and practical bounds placed on school boards; (3) school superintendents may have an increasingly significant leadership role, and move into a much more tenable position in relation to both the employees and the board, as these processes of collective negotiation are put into practice.

*614 A COMPARATIVE ANALYSIS OF FACTORS ASSOCIATED WITH RESIGNATION AND TENURE OF MALE COUNTY EXTENSION AGENTS IN THE SOUTHERN EXTENSION REGION. Heckel, Maynard Calvin. Cornell University. Ed.D. 61-6831. 177 p., 1961.

The purpose of this study was twofold: to provide certain guides that might prove helpful in developing future personnel and organizational policies relative to selection, retention, and training of county professional employees; and to provide information that might help administrators and supervisors cut down agent turnover. All respondents were contacted by a mailed questionnaire. The statistical analysis of the data included the use of chi-square on all basic comparisons made between the two primary groups, cross tabulation of certain variables, percentage and frequency distribution, and use of weighted mean scores and weighted scores. The agents who resigned and the sample of active assistant agents were quite similar when compared on the basis of age, tenure, marital status, number of dependents, kind of undergraduate preparation, advanced study, and possession of the master's degree. Higher salary and opportunity for advancement were given as the two most important reasons for resignation. If an individual was given an adequate explanation of the role and program of extension and his own job within the organization, he was more likely to resign than individual who had not received this explanation. Salary paid extension agents was the concern of both those who remained and those who left.

*615 AN ANALYSIS OF CERTAIN PERSONNEL POLICIES OF THE COOPERATIVE EXTENSION SERVICE WITH EMPHASIS ON OREGON. Smith, Clifford Lovejoy. Wisconsin University. 59-1413. 233 p., 1959.

This study analyzed and evaluated personnel policies and procedures of the Cooperative Extension Service with emphasis on Oregon. Personnel policies and procedures included in the study were: employment practices; in-service and graduate training; salary, rank, tenure, leave, and other benefits; job performance evaluation; and job descriptions. Interviews were conducted with 49 extension and resident staff members of Oregon State College. Additional data were obtained from interviews with Louisiana Extension personnel, and from analyzing extension records, bulletins, research reports, workshop proceedings, and other publications. The following were among the conclusions: (1) the information suggested that relatively more care was exercised in the selection and placement than in the recruitment of extension personnel; (2) in-service training programs for Oregon Extension personnel generally recognized individual needs and provided for trainee participation in the planning and conducting of training activities; (3) orientation of new extension workers in the counties was inadequate in all cases; (4) job descriptions appeared to be useful in planning and developing an in-service training program; (5) extension personnel at all levels recognized the increasing importance of improving their professional competence through graduate training; (6) participation in extension summer sessions was considerabley less than extension leaders considered desirable.

*616 SELECTING THE ADULT EDUCATOR. Healy, Daniel J. New York University. 59-6240. 180 p., 1959.

Research sought to (1) identify criteria used by directors of public school adult education programs in selecting their teachers for instruction in vocational, avocational, cultural, and academic subjects, 2) validate specific criteria of selection and (3) test the criteria. A questionnaire technique identified nine valid teacher selection criteria which composed the testing instrument sent to students enrolled in public school adult education programs in Nassau County. Additional data on rated teachers were gathered to compare those who had training as teachers of youth and those who had not. There were no significant differences in the nine criteria of selection among the two groups of teachers. It was concluded that teacher certification for teaching of youth is an indefensible criterion for selection of public school adult education teachers, that Nassau County is terminating a rapid period of growth, and that expansion of public school adult education will continue at a reduced rate. The data also indicated a wide diversity of opinion among directors of public school adult education programs on the criteria used for selecting teachers.

3900 Staff Training

*617 AN ANALYSIS OF INDUCTION TRAINING FOR SUPERVISORS IN THE COOPERATIVE EXTENSION SERVICES OF THE SOUTHERN AND WESTERN REGIONS OF THE UNITED STATES. Broadbent, Marden. Wisconsin University. 60-983. 170 p., 1960.

Focusing on 26 southern and western states, this study investigated the source, training, and experience of Cooperative Extension Service supervisors; ascertained areas of responsibility which are seriously difficult for both new and experienced supervisors; and identified appropriate training sources and methods. Respondents included 194 supervisors in agriculture and home economics, and 33 of their respective administrators. Thirty-two areas of supervisory responsibility were defined for respondents to consider. The 13 most difficult areas for new supervisors tended to be related to program development, agent appraisal, and professional improvement. Newly appointed men and women differed as to certain difficulties faced. Supervisors differed by tenure in their perceptions of problem areas for new appointees; administrators generally agreed with the supervisors' perceptions but also noted additional problem areas. Supervisors felt that the most helpful college courses and training methods are those focused directly on supervisors' needs. Data on age differences, academic degrees, studies in social sciences and humanities, and advanced study, showed no relationship to supervisory performance.

618 THE EFFECTIVENESS OF COMMUNICATIONS IN PREPARATION FOR CHANGE IN AN INSURANCE COMPANY. Nangle, John Edward. Michigan State University. 377 p., 1961.

*619 THE FUNCTIONS AND RESPONSIBILITIES OF DISTRICT LEADERS IN THE COOPERATIVE EXTENSION SERVICE IN WISCONSIN. VandeBerg, Gale LeRoy. Wisconsin University. 20,651. 208 p., 1957.

This study examined the functions and responsibilities of district leaders in the Cooperative Extension Service in Wisconsin. Factual data and opinions were gathered in January, 1956, by a questionnaire administered at district and state meetings of all cooperative extension personnel in Wisconsin. Data were analyzed by extension positions, districts, and state totals and averages. The following were among the conclusions: 1. Wisconsin has more county extension agents per supervisor than other states in the North Central Region. 2. Experience as a county extension agent and special training to the master's degree level are essential for supervisory personnel. 3. The ten most important functions of supervisors, of the twenty-five studied, are: a. Counseling and working with new personnel in counties during their first year of employment. b. Recruiting and 'screening' new personnel. c. Interpreting extension policies and procedures. d. Training and guiding agents in program planning. e. Helping agents evaluate their methods and results. f. Planning and conducting state and district conferences and events. g. Guiding and informing county agricultural committee members. h. Acting as liaison between county personnel and other state personnel. i. Improving personnel relations within counties. j. Helping agents appraise themselves. 4. The most important functions are generally being performed better than those of less importance with three exceptions. 5. There is little relationship between extension workers' opinions on importance of district leader functions and their number of years of experience in extension work.

620 AN EVALUATION OF THE LEADERSHIP EDUCATION PROGRAM OF THE METHODIST CHURCH IN THE CENTRAL TEXAS CONFERENCE. Wonders, Alice Wallace. North Texas State College. Ed.D. 227 p., 1961.

The study discussed the development of leadership education in the Methodist church, leadership education needs and goals in 20 representative local churches, and current practices of these churches in meeting their needs and goals. An evaluation was made of accomplishments, the quality of teaching, instructional methods used, and changes in the cooperating churches as a result of leadership training. Local needs were not being met in terms of numbers of teachers (existing classes, new classes, substitutes), quality of teaching, teacher dedication, buildings and equipment, or the content and operation of the leadership training program conducted by the Central Texas Conference of the Methodist Church. Major recommendations by the Methodist church were not being followed because not every class had a qualified teacher, and because local provisions and policies were inadequate. Recommendations included more financial aid, localized leadership schools for small churches, special classes for rural churches, advanced study for experienced teachers, courses tailored to beginning teachers, more participation in laboratory schools, improved church libraries, Christian education courses for ministers, and improved recruitment.

621 CHARACTERISTICS, TRAINING, AND PERFORMANCE OF HOUSEPARENTS IN RESIDENTIAL SCHOOLS FOR THE BLIND. Wilcox, Everett Elliott. University of Oregon. 137 p., 1958.

The author investigated the characteristics of houseparents in residential schools for the blind, determined the nature and extent of training available for houseparents, and discovered factors that contribute to competence. Three census-type questionnaires and a fourth questionnaire were used to obtain data (including opinions) from 117 houseparents, 22 coworkers, 23 child-care experts, and 36 administrators. Findings led to the following recommendations for administrative policy: (1) applicants should have had at least two years of postsecondary training in education, counseling, recreation, or social work, and experience in rearing foster children; (2) houseparent positions should be filled by emotionally stable persons aged 25 to 64 who can keep pace physically with the children; (3) hours of duty should be fewer than 50 per week, the number of children per houseparent should approximate the number assigned to each teacher, and domestic tasks should be reduced to a minimum; (4) to attract qualified applicants, houseparent salaries should approximate local teacher salaries; (5) training should be initiated that will orient new houseparents, encourage professional growth, and develop techniques that work effectively with children in a residential school environment.

*622 IDENTIFICATION OF PROCEDURES ASSOCIATED WITH THE TEACHING EFFECTIVENESS OF NEW YORK COUNTY EXTENSION AGENTS. Aiken, Charles Roy. Cornell University. 306 p., 1952.

The study focused on kinds of procedures being used by county Extension agents in New York State in discharging their duties, and differences (if any) in specific procedures or patterns followed by agents according to their relative effectiveness (most, least, medium). Some tentative conclusions, based on a relatively small and homogeneous sample group, were: (1) the most effective agents tend to have a clear concept of objectives, use democratic processes in program planning, take more graduate work for professional improvement, and have a close working relationship with their Extension staff coworkers; (2) the least effective agent generally lacks a clear concept of program objective agent generally lacks a clear concept of program objectives used program-planning procedures in which he is largely responsible for choosing program content, is independent of his coworkers, fails to put objectives in writing, and fails to see clearly the relative value of different evaluation procedures; (3) the three Extension divisions (agriculture, home demonstration, 4-H) work almost entirely independently; (4) agents show limited participation in professional continuing education, inadequate use of lay leaders, little use of a complete work plan or calendar of work, emphasis on a few teaching methods and audiovisual aids, and little use of formal evaluation procedures; (5) the executive committee and specialists were the most helpful groups in planning long-range programs.

*623 AN ANALYSIS OF RELATIONSHIPS BETWEEN SELECTED BACKGROUND FACTORS AND JOB PERFORMANCE OF BEGINNING MALE COOPERATIVE EXTENSION AGENTS IN WISCONSIN. Austman, Helgi H. Wisconsin University. 61-5883. 320 p., 1961.

The relationships between background factors and job performance of the beginning extension agent, and the agent's role as perceived by himself and his district leaders were studied as part of a longitudinal research project. Agents and district leaders agreed in part on the importance of selected extension functions and the level at which these were performed. Factors related positively to the agent's role performance as perceived by his district leader were age, scholastic achievement, previous work experience, and self confidence, while socioeconomic level of the agent's home and his participation in 4-H and F.F.A. programs were negatively related. Factors related positively to agent's role fulfillment (performance as perceived by himself) were age, size of farm, socioeconomic level, participation in F.F.A., and number of undergraduate credits earned. Negatively related factors were hobbies and college scholastic average. Factors related positively to agent's role definition (perception of the importance of extension functions) were his wife's education, father's organizational participation, 4-H participation, and college scholastic achievement. Factors related negatively were hobbies, high school grade average, and high school teachers' influence to attend college.

*624 AN ANALYSIS OF FACTORS RELATED TO THE PROGRAMMING ROLE OF THE STATE 4-H CLUB LEADER IN SELECTED STATES. Carter, George LaRome, Jr. Wisconsin University. 61-2943. 240 p., 1961.

The study dealt with perceptions held regarding certain factors that may pertain to the program planning role (ideal as well as actual) of state 4-H Club leaders. The 577 respondents (4-H staff members, administrators, supervisors, and specialists) represented four states in which the state leader position is treated as administrative, and four others in which it is described as specialist. State leaders, but not other respondents, were fairly uniform on role perceptions. However, there was more agreement on the ideal role than on what was actually being done. The role was seen as related more to providing leadership for the entire staff in the youth phase of extension work than to institutional determinants or to the individual needs of state leaders. Based on these and other findings, it was recommended that each state Cooperative Extension Service define the state 4-H leader's program planning role, the nature of its essential relationships with other position groups, where the position most logically fits within the organization, and the desired relationship between program determination and program execution.

625 THE INSERVICE TEACHER TRAINING PROGRAM FOR TEACHERS OF ADULTS IN CALIFORNIA. Hockabout, Marvin C. Stanford University. Ed.D. 273 p., 1952.

This study appraised various aspects (scheduling, classroom techniques, course content) of the 1949-50 adult inservice education program in California as conducted cooperatively by the Bureau of Adult Education, the University of California Extension Division, and each of several local school districts; obtained favorable and unfavorable questionnaire responses from students and administrators; and investigated whether the program had brought about any appreciable difference in the adult education programs of the selected communities. Some major findings and conclusions were: (1) Friday evening and Saturday evening were preferred for class sessions; (2) physical facilities for classes were adequate; (3) greater emphasis is needed on developing course objectives, deciding how to implement them, and solving, analyzing, and recognizing student problems; (4) more time should be devoted to development of materials for teacher use; (5) reactions were favorable toward course planning and presentation, demonstrations of teaching techniques, opportunities for teacher interchange, and gains in knowledge and understanding of communities and adult student characteristics; (6) weaknesses in coordination of sessions, handling of student participation, course materials, and certain other aspects were perceived; (7) greater teacher confidence, more student discussion, more relevant instruction, and a freer classroom atmosphere, were noted.

*626 LAY LEADERS IN ADULT EDUCATION: AN ANALYSIS OF THE DIFFERENT LEADERSHIP STYLES, PATTERNS, AND CONCEPTIONS WHICH ARE APPROPRIATE FOR DIFFERENT KINDS OF ADULT EDUCATION PROGRAMS. Liveright, Alexander Albert. University of Chicago. 380 p., 1956.

Using questionnaire data from 70 agencies, the study attempted to demonstrate that the role conceptions of lay adult education leaders, their relationships with groups, and their use of methods and materials, will vary in a definite, predictable manner as variations occur in basic situational conditions (initial group autonomy and the nature of concern). Attention was focused on whether a leader saw materials as a major program element or merely an incidental part, whether materials were primarily problem-solving or informational, and the extent to which leaders saw methods as flexible, informal, and personal. Major conclusions were: (1) the learning situation provides a useful frame of reference for describing adult education programs and for differentiating between them according to distinct learning situation variables; (2) the specially developed Volunteer Questionnaire is an appropriate instrument for studying factors in learning situations; (3) leadership conceptions, styles, and patterns differ significantly and predictably according to differences in distinct learning situation variables; (4) no single leadership conception, style, or pattern is appropriate for all leadership programs; (5) leadership is a function of the particular learning situation in which the leader is operating.

627 THE AUTHORITARIAN PERSONALITY: ASSESSMENT OF THEORY AND METHODS. McKinney, David Walter, Jr. Wisconsin University. 60-3233. 533 p., 1960.

During the course of an initial search it was deduced that the approaches to social science data are inadequate for the task for which they are being employed. This inadequacy was postulated to consist in the failure to fulfill the requirements induced by the initial and corollary assumptions entailed in the broad bodies of data in question. To test the preceding postulate a representative instance of an approach to a body of social science data was chosen for critical analysis. The studies chosen for this purpose consisted of all empirical investigations published in the United States between 1950-1957, employing a specific type of approach to the study of authoritarian personalities. The character of the inquiry required a separate treatment of the specific requirements for fruitful investigation of the authoritarian personality, on the one hand, and the actual substantive body of "theory" and research employed, on the other. The former was then utilized as independent criteria for assessing the legitimacy and adequacy of the procedures employed in the latter. These two separate treatments necessitated the utilization of different methods of treatment. To determine the specific requirements with which it was necessary to comply in the actual implementation of theory and research the method of deductive elaboration was employed. To obtain the required relevant information concerning the substantive body of theory and research an outline ("Questionnaire," as it were) was used. Through the use of this outline the relevant information was abstracted from the "test" studies. It was demonstrably established that there exists a pronounced lack of congruence in and between the procedural steps involving and comprising the Investigators' "theory," methodology, specific techniques and procedures.

*628 A METHOD FOR DETERMINING THE TRAINING NEEDS OF COUNTY EXTENSION AGENTS AS THE BASIS FOR PLANNING TRAINING PROGRAMS. Matthews, Joseph Luther. University of Chicago. 202 p., 1951.

This study established criteria for the training of county Extension agents; tested the validity of the criteria in terms of actual training needs; devised a questionnaire procedure for eliciting county agents' opinions of the validity of criteria; and sought personal background data which might aid in judging the validity of the opinions expressed. The relatively great importance which respondents attached to social science items was interpreted as an indication that more training should be provided in that area. The county agents seemed especially in need of courses in the application of educational principles and methods, in rural sociology, in economics and public policy, and in Extension methodology. Further implications for preservice and inservice training were also noted.

629 THE DEVELOPMENT AND IMPLICATIONS OF A CONCEPTION OF LEADERSHIP FOR LEADERSHIP EDUCATION. Myers, Robert Brown. University of Florida. Ed.D. 257 p., 1954.

Using research findings and a survey, the author sought to develop a concept of leadership and to examine leadership education in education, business, industry, the armed forces, and union labor. Leadership was found to be a group role assumed by persons who shared activities, contributed to goals, protected ideals, interpreted reality, and held values common to the group. Implications for leadership education included nondirective instruction, group-process and role-playing procedures, common experiences for all school personnel, general curriculum experiences for inservice personnel, and human relations emphasis in all courses. The sharing of authority was fundamental to effective leadership education.

630 SOME DIMENSIONS OF LEADERSHIP. Skinner, James Arthur. University of Texas. 125 p., 1955.

A review of the literature indicated that the trait and situational approaches to were both important to understanding leadership phenomena. Accordingly, this study tested various experimentally formulated propositions on the nature of leadership, and investigated problems in practical application and methodology. One major finding was that levels of leadership were significantly related to social interaction, associated to a lesser extent with sentiment (personal versus impersonal), but unrelated to acceptance of norms.

Some conclusions were: (1) occupying a leadership position is associated with frequently initiating social interactions; (2) a leadership position in a small, democratically organized group tends to be associated with one's way of relating personally to other group members; (3) self-rating are partly determined by one's level of leadership (high, middle, or low); (4) statements responded to by the sample differentiated leaders from nonleaders.

*631 TRAINING OF NON-PROFESSIONAL LEADERSHIP IN ADULT EDUCATION. Soffen, Joseph. Chicago University. 6016. 213 p., 1960.

There were two central hypotheses in this study: the first dealt with the question of the existence of core objectives in adult education; the second with the varying conditions under which the core objectives and the value system they defined could be transmitted to non-professionals. The data gathered in the process of developing the standard profile were used in testing the first major hypothesis. After the standard profile had been determined, three subsequent phases constituted the experimental part of the study which included the retesting of the control group as well as the two experimental groups four months after the completion of the training programs. Part I of the instrument supported the first hypothesis. For sixteen activities there were nine profiles: ceramics, conversational French, woodwork, and sewing had the same profile; auto repair and small investments had a common profile; world politics and group leadership had a common profile; family life and psychology as a pair, and folk dancing and music appreciation as a pair, had common profiles. Seven of the sixteen activities were seen as having "intellectual and skill development" as "most important results", and all sixteen had this objective as at least an "additional results". Family life and psychology were the only two activities for which "adjustment" was considered the most important result; nine activities had this as at least an additional result. Group leadership and world politics had "social responsibility" as most important.

632 A STUDY OF SOME TRAINING FACTORS ASSOCIATED WITH THE SUCCESS OR FAILURE OF COOPERATIVE EXTENSION WORKERS. Warren, Alexander Grandison. Oklahoma State University. Ed.D. 55 p., 1960.

The study sought significant differences in the formal preparation of a group of Cooperative Extension workers considered highly successful, and that of a group of fellow employees judged unsuccessful. It was hypothesized that those who had taken undergraduate and graduate courses in sociology, communication skills, and education are more likely to be considered very successful than workers who concentrated on technical agriculutre. Essentially as hypothesized, a broad curriculum during formal training was more often linked with success than a narrow concentration of electives. Findings suggested one of two things: either those who choose a broad curriculum are better fitted for Cooperative Extension work because of personality or other factors; or else the broader curriculum itself helps make these people more valuable to the Cooperative Extension Service. Not only must a successful worker keep abreast of new agricultural developments, but he must also be alert to new possibilities for serving the people in ways and in subject areas once thought entirely foreign to Cooperative Extension.

*633 AUTOCRATIC AND DEMOCRATIC LEADERSHIP AND THEIR RESPECTIVE GROUPS' POWER, HIERARCHIES AND MORALE. White, Jerome David. New York University. 63-5370. 133 p., 1962.

This study addressed itself to the relationship between autocratically led synagogue center boards and their respective power and morale, and democratically led synagogue boards and their respective power and morale. In order to cull two matched groups of five synagogue center boards that were significantly different from each other in the autocratic-democratic dimension, every Conservative synagogue president in the metropolitan New York area was sent the Rokeach Dogmatism Scale. Twentyeight of the 109 responding presidents were selected for further testing on the basis of polar positions on the scale, which is designed to measure the degree of authoritarianism. The boards of the twentyeight selected synagogues were tested by a Decision Scale which attempted to measure the way in which board members viewed the president's style of leadership in terms of ten decision situations. A third measure of the autocratic-democratic dimension was based on an interview checklist session with the president of the synagogue. General conclusions evolving from this investigation included: 1. In autocratically led synagogue center boards, power hierarchies of the sub-leadership are depressed. 2. In democratically led synagogue center boards, power hierarchies of the sub-leadership are not depressed. 3. In this study, there was no significant difference in the morale of autocratically or democratically led boards. 4. Morale is not directly related to power in this study.

*634 SIMILARITY OF TRAINING INTERESTS AMONG ADULT EDUCATION LEADERS. White, Thurman. Chicago University. T823. 181 p., 1950.

The purpose of this investigation was to explore the similarities of interests which adult education leaders had in improving their performances in leadership roles. The researcher reviewed the literature in the field and asked a panel of adult-educational-type practitioners for suggestions on the specific content and form for such a study. It was determined that, in order for them to cover the problems of program management adequately, it would be necessary for the leaders to have an opportunity to express their interests in fourteen general subject matter areas. The fourteen categories made it advisable to use a multiple of fourteen in the inventories which contained 28 topics each. The results of the investigation were evidence of the effectiveness of the techniques developed to isolate leadership course topics in which there was a high level of common interest. Therefore, the techniques developed could be used with confidence in the isolation of interests in topics other than those included in this study. The following are some topics on which adult education leaders had a high common interest: (1) to gain a better understanding of the basic needs which cause adults to participate in educational programs; (2) to gain a clearer insight into the changing interests of adults in vocations, religion, family, leisure-time activities, health, and other areas of life; (3) to increase the ability to apply psychological principles to objectives; (4) to acquire techniques for relating one's programs to adult needs and interests and general community needs.

*635 THE PROFESSIONAL STATUS OF EXTENSION SPECIALISTS AS COMPARED WITH RESEARCH-RESIDENT TEACHING STAFFS OF SELECTED DEPARTMENTS IN FOUR LAND-GRANT INSTITUTIONS. Boone, Edgar John. Wisconsin University. 59-1164. 246 p., 1959.

Using interviews with 252 persons at four state colleges of agriculture, (Louisiana, Montana, Wisconsin, New York), this study investigated relationships between current types of organization and their early history; the professional status of specialists and research/teaching personnel; staff members' perceptions of primary specialist roles; degrees of importance staff members attach to certain methods whereby specialists can maintain their subject matter competency; and staff relationships between specialists and resident staffs. Types of organization varied from close alignment of specialists with subject matter departments, to close alignment with Extension administration. These were some of the conclusions reached: (1) specialists aligned with subject matter departments tended to be relatively similar to resident staff counterparts in terms of salaries, academic rank, and type of degree held; (2) these specialists also tended to stress "subject matter consultant" as their primary role; (3) specialists aligned with Extension are more likely to have had experience as county Extension agents, and to stress the role of teacher or trainer of agents; (4) staff working relationships are closer in "specialist/subject matter" oriented organizations.

*636 COMPARATIVE ANALYSIS OF THE TRAINING NEEDS FOR COUNTY AGENTS IN TEXAS. Cook, Benjamin D. Wisconsin University. 24,271. 178 p., 1957.

Data obtained through questionnaires completed by male Extension Service personnel in 1956 were analyzed to determine undergraduate and graduate curriculum for county agricultural agents and guide the planning of noncredit district and/or state workshops. It was concluded that county agents must be offered such inducements to advanced study as higher salaries, financial aid, and opportunity to return to the same job. An extension education program at the undergraduate level would be acceptable, although there is increasing desire for advanced degrees and graduate programs. There is a trend toward training in the social sciences and working with people and away from advanced technical agriculture. Administrators and training leaders need to have more district workshops in both technical agriculture and social sciences. County agents will do advanced study on college campuses, even at the expense of being away from home and out of the county. It is recommended that an annual three weeks graduate level training school at Texas A. and M. College be set up to involve all agents once every five years, and that an advisory committee plan continuing education programs.

*637 PERCEPTIONS OF THE COUNTY EXTENSION DIRECTOR'S ADMINISTRATIVE ROLE IN MICHIGAN. Caul, Denio Andrew. Wisconsin University. 60-2421. 338 p., 1960.

Cooperative Extension Service (CES) personnel in Michigan were surveyed on the importance they attached to 132 role definition items as actual or desirable aspects of a county Extension director's job. Responses came from 71 county directors, 130 county agents, 82 subject specialists, and 13 state administrators. Providing educational leadership was seen as the primary function of a CES county director. Other functions were (in order of perceived importance) obtaining and managing necessary local funds; responsibility for county organization and policy; personnel management (including selection, training, supervision, and evaluation); developing harmonious team effort; administrative relations to enhance understanding of and support for county programs; and broad program supervision. Administrative personnel agreed among themselves more than others on the perceived impoartance of administrative functions and responsibilities. Ages of county agents and directors were positively related to perceptions for most administrative roles. Personal CES tenure and staff size were also germane to the perceived importance of certain roles. Advanced degrees seemed to modify extremes in role perceptions.

638 ENLISTING AND TRAINING CHURCH LEADERS. Durst, John Kemp. Southwestern Baptist Theological Seminary. D.R.E. 203 p., 1955.

After discussing the need for outreach and leadership in the Southern Baptist Convention, the author suggested (1) personal, intellectual, educational, professional, organizational, and spiritual qualifications for church leaders; (2) responsibilities of pastors, educational directors, music directors, heads of organizations, and other key leaders for securing the right personnel; (3) sources of potential leaders; (4) procedures for enlisting workers; (5) leadership training through special courses, individual study, conferences, workshops, observation, weekly officers' and teachers' meetings, and other means; and (6) numerous criteria (including new conversions achieved) for evaluating the immediate and long-range effectiveness of training. He then outlined the Correlated Church Study Course for leadership and teacher training concerning home and foreign missions, Bible teaching, training of workers, and church membership.

*639 AN ANALYSIS OF THE BEHAVIOR OF COUNTY EXTENSION DIRECTORS AS COORDINATORS OF MICHIGAN STATE UNIVERSITY COMMUNITY DEVELOPMENT PROGRAMS. Ferver, Jack Calvin. Wisconsin University. 61-3101. 411 p., 1961.

This study dealt with one of the problems involved in the possible unification of General and Cooperative Extension Services--can and should the present County Extension Directors of the Extension Service serve as coordinators of the total off-campus educational resources of the university? The problem was one of identifying the personal and situational factors associated with activity in community development. District and state staff members of the Michigan Cooperative Extension and Continuing Education Services assessed the 79 County Extension Directors on the basis of time spent in community development. Twenty were judged to be in the high quarter and 20 in the low quarter. From these, four County Directors were selected for intensive case study, the central question asked being how much time were they spending and how much time should they spend on each of five agricultural and five community development items. On the basis of findings, it was tentatively concluded that those Directors well rated by the administration for their agricultural program activity could be successful in a broadened community development role.

*640 A COMPARATIVE ANALYSIS OF THE FUNCTIONS OF SPECIALISTS IN THE COOPERATIVE EXTENSION SERVICE, BY BROAD SUBJECT AREAS. Harvey, John Jackson. Wisconsin University. 61-3111. 162 p., 1961.

The over-all purpose of this study was to determine the degree to which the accepted generalizations about functions of all specialists apply to specialists in particular subject-matter fields. Data were collected from 211 extension specialists in six states. Specialists were classified into five groups based on the nature of their work and the clientele they serve. The data were analyzed and interpreted on the basis of this classification. The hypothesis that specialists' perceptions regarding major clientele served vary according to the specialist's subject-matter field was accepted. There were distinct differences among specialist groups with respect to clientele being served and clientele that should be served. The hypothesis that major functions of specialists vary according to the specialist's subject-matter field was accepted. The hypothesis that obstacles specialists recognize as major hindrances in the conduct of their work differ according to the specialist's subject matter field was accepted. The hypothesis that specialists' concepts as to what the primary roles of specialists are and should be vary according to the specialist's subject-matter field was accepted. The researcher concluded that the study provides clear evidence that generalizations cannot be made to the effect that extension specialists constitute a homogeneous group.

*641 AN EXPLORATION OF THE ROLE OF THE EXECUTIVE IN EXERCISING DEMOCRATIC LEADERSHIP WITH THE BOARD OF DIRECTORS OF A VOLUNTARY AGENCY. Oniki, Shozi Garry. Columbia University. Ed.D. 105 p., 1960.

The author explored his own role in exercising democratic leadership with the Board of Directors of the Morningside Community Center, Inc., a voluntary health and social-welfare agency in New York City. Focusing on executive behavior in handling problems of leadership role clarification, agency financing, and selection of a new executive, the author investigated whether his role behavior had induced any changes in the Board of Director's role behavior and perception. He also evaluated changes in himself as a result of reassessing the situation through role exploration. Some general insights were gained which were expected to have value for adult educators and for administrators. These were: the importance of initial role definition and clarification from the standpoint of a formal organization; the influence of informal organization on role fulfillment and behavior; the development of responsible group participation as a critical factor for democratic executives and adult educators; the importance of understanding and coping with factors which block responsible participation; and the critical significance of a realistic appraisal of the particular situation in which leadership is exercised.

*642 THE FUNCTIONS AND PROCEDURES OF SUBJECT-MATTER SPECIALISTS IN THE MISSOURI COOPERATIVE EXTENSION SERVICE. Scheneman, Carl Norman. Wisconsin University. 59-3286. 205 p., 1959.

The general purpose of this study was to obtain information that could be used as a basis for strengthening the work of specialists in Missouri. Data were collected by individual and group interviews from all full-time personnel that had twelve or more months' experience with the Missouri Cooperative Extension Service as of September 1958. Ninty-six percent of the eligible respondents submitted usable data. Some of the findings were: (1) over four-fifths of Missouri Extension personnel felt that experience as a county worker and a master's degree were essential requisites in the employment of future specialists; (2) the specialist functions of relatively high importance were those which provided help to agents; (a) in knowing and understanding technical information, (by) supplying background and outlook information for program development, (c) by acting as a resource person for agents to phone or write on problems, (d) by maintaining two-way relationships with industries, and (e) by preparing visual and other teaching aids to use in program execution; (3) the specialist functions of relatively low importance were those which dealt directly with local people in counties. These included functions such as: training local leaders, speaking to lay people at county meetings, making individual farm or home visits, and participating in radio work.

*643 THE EJIDATARIOS' VIEW OF THE EXTENSION SERVICE IN THE STATE OF MEXICO. Rosado, Humberto. Cornell University. 22,208. 190 p., 1957.

This was a study of the extension service in the State of Mexico and the farmers known there as ejidatarios. The ejidatarios operated seven-tenths of all cropland in the state. Nearly half of the state depended on the ejidal system. Thus, devising effective methods of stimulating efficient agricultural production on the ejidoa was one of Mexico's most serious and urgent problems. The major purpose of the study was an evaluation of the work done by the extension service, by the ejidatarios. The following were among the findings: (1) the extension service was well known among the ejidatarios in the State of Mexico and they were generally aware of the scope and diversity of the agent's job; (2) extension agents and friends were most important media through which the ejidatarios gained ideas that they utilized in their farming; (3) the extent of knowledge about extension work and participation in extension programs was found to be significantly related to differences in type of land tenure, size of plot farmed, and years of formal schooling; (4) the ejidatarios who participated the most were those who farmed ejido land along with private land, whose plot size was more than 25 acres, who were more highly educated and who were less than thirty years old; (5) extension agents, and friends and neighbors were the main recognized influences leading to the adoption of the selected practices considered in the study; (6) the general attitude towards the extension service and its agents was definitely favorable and (7) the ejidatarios believed that the rural people would get more out of extension work if they were organized into community groups.

*644 THE PROFESSIONAL STATUS OF THE MICHIGAN COOPERATIVE EXTENSION SERVICE. Ranta, Raymond Raphael. Wisconsin University. 60-3254. 208 p., 1960.

To ascertain the professional status of the Michigan Cooperative Extension Service a questionnaire was administered to 232 agents, representing 93 percent of the total county staff. Michigan county extension agents considered themselves to be professional persons and the total service to be professional in nature. However, they gave the service a slightly higher professional rating. A majority of agents did not consider all county extension positions to be professionally equal. Newer positions were rated as more professional than traditional ones. Agents considered their own positions to be professionally lower than the positions of college professors and

244

extension specialists. They scored higher in the extent to which they viewed their work as a central life interest than did professional nurses and industrial workers. The professional status of the Michigan Cooperative Extension Service could not be ascertained by considering it in total, but an analysis by type of agents could be done. Moderate association existed between the independent variables education, work as central life interest, and tenure and the dependent variables professional orientation and professional perception.

*645 THE STATUS AND TRAINING OF 4-H CLUB LEADERS IN RELATION TO TENURE.
Skelton, William Epes. Cornell University. 180 p., 1949.

Relationships were investigated between length of 4-H leader tenure and the following: pretraining or background characteristics, leader training, interest or motivational factors, and club organization. Differences between persisting leaders (seven years or more) and nonpersisters (two years or less) were covered. (Motivational factors included sources of most satisfaction and dissatisfaction, major influences enhancing and limiting club success, reasons for continuing or not continuing, amount of time required, and jobs considered most important.) Certain characteristics were associated with persisters: (1) age 28 or older upon assuming leadership; (2) household income over $5,000; (3) farm homemaker or public-school teacher; (4) residence in village; (5) one to four years of college; (6) selection by club members' parents, or by volunteering. Other characteristics were associated with nonpersisters: (1) age 27 or below upon assuming leadership; (2) household income under $3,000; (3) not a farm homemaker; (4) rural, nonfarm residence; (5) 12 grades or less of schooling; (6) selection of leader by the 4-H Club agent or by club members. The two groups also differed on kinds of training considered most necessary, most helpful types of training meetings, jobs considered most important in 4-H Club work, and the time devoted to it.

646 LEADERSHIP IN RURAL COMMUNITY ACTION: A STUDY OF DECISION MAKING.
Freeman, Charles Maddry. North Carolina State University. 308 p., 1956.

Based on a earlier investigation and on a literature review covering the nature of leadership, this community action case study was done in a North Carolina community chosen from the ten studied previously. Findings: Organized action in the community usually took place on a neighborhood basis, not a community basis. In most neighborhoods, positive relationships were found between formal leadership scores, informal leadership ratings, and decision-making scores. Expected cost (expenditures of money, time, and materials in carrying out a decision) was related to the nature of the decision, the number of times the proposal had been considered beforehand, divisions during discussion and the final decision, and the making of proposals by group versus individual decision. Goal achievement was positively related to low cost of action, action by a formal organization, thorough planning and goal setting, decisions made strictly within the community, major cost borne by the community, group decision making, relative harmony, and participation of professional and upper formal leaders in the decision.

*647 SOME INTERRELATIONSHIPS BETWEEN RELIGIOUS VALUES, LEADERSHIP CONCEPTS, AND PERCEPTION OF GROUP PROCESS OF PROFESSIONAL CHURCH WORKERS. Foster, Barbara Ruth. Michigan University. 58-7715. 123 p., 1958.

Designed to examine the relationship between professional values and concepts of leadership, this study involved seventy church workers attending a training conference. The cognitive aspects of the subjects' religious beliefs and concepts of leadership were related to their perception of group process. These concepts were measured by an adaptation of an instrument designed to measure cognitive structure. The findings supported the hypothesis that religious beliefs and concepts of leadership of professional church workers are related and that these two cognitive structures affect their perception of group process. The religious belief concerning the role of man was particularly reflected in a similar approach to group leadership. Those who were High Affect-oriented in their concept of the role of man had a High Affect (process) orientation of leadership; those who were High Task-oriented in their concept of the role of man were also High Task (content) oriented in their leadership concepts. Participants who thought 'Man must seek God' were more task-oriented. Some of those who saw God as seeking Man were Affect-oriented; others were "upper" directed and felt that May must glorify God. Findings also supported the hypothesis that religious and leadership values affect one's sensitivity to group process.

*648 ROLE EXPECTATIONS OF THE SENIOR COUNTY AGRICULTURAL AGENTS OF NEW YORK STATE. Sison, Obdulia Fronda. Cornell University. 62-5823. 269 p., 1962.

The major purpose of this study was to find how role expectations for relationships and functions of senior county agricultural agents in New York State are defined by these agents. Data were obtained by means of a two-part questionnaire mailed to each of the 56 senior county agricultural agents of New York State. Part I consisted of questions intended to provide information about the agents. Part II was composed of questions pertaining to selected role expectations for functions and relationships of the agents. Fifty questionnaires were completed. One-hundred role expectation items were included in the study. It was concluded that: (1) The senior county agricultural agents in New York State are men of considerable experience and notable educational attainment. They derive satisfaction from their job and take pride in being in extension work. They are conscious of their role as public employees and public teachers. (2) The agents look to the county executive committee for support and guidance. (3) The agents recognize and accept the specialists' subject matter authority, and are conscious of their roles as educational leaders. Furthermore, in their program planning functions, there is wide acceptance of the democratic approach. Chi square tests performed on the data showed significant relationships between the definiteness of responses to each of the role expectation items and the variables of age, tenure, professional training, and satisfaction from the job in only a few instances.

*649 AN ANALYSIS OF THE TRAINING NEEDS OF WISCONSIN COUNTY EXTENSION SERVICE PERSONNEL. Clark, Harry E. Wisconsin University. 60-5725. 227 p., 1960.

Wisconsin County Extension personnel identified their own training needs by ranking 55 items considered to be representative of the knowledges, understandings and methods which Cooperative Extension Service personnel should possess in order to implement the Scope Report. Respondents considered two questions for each item--(1) How important is each item to your effectiveness as an Extension Agent, and (2) How much training do you believe you now need in each item. Primary attention was given to the items which 60 percent or more of the respondents indicated were of much importance and to those items in which 31 percent or more expressed a need for much training. It was found that respondents' professional position influenced their opinions. Similar opinions were held by personnel of comparable age and tenure. Items within the areas of leadership, program planning, and public affairs were of greatest importance to the effectiveness of agents, with those in the areas of conducting the program, evaluation, family living and youth development, and farm and home management of secondary importance. There was a need for individual counseling in the preparation of professional improvement programs.

650 PROPOSED STANDARDS FOR TEACHERS AND DIRECTORS OF ADULT EDUCATION IN NEW JERSEY. Weinhold, Clyde E. Rutgers University. Ed.D. 21,626. 224 p., 1957.

It was the purpose of this study to suggest professional standards for teachers and directors of community adult-education programs in New Jersey. Data were gathered through literature review and surveys. The following were the basic principles which grew out of the literature review and the study. Community adult education program: (1) place emphasis on present values rather than on deferred values; (2) supplement other educational programs of the community; (3) tend to help the individual adult acquire status among his peers; (4) provide opportunity for the community to pool training resources and facilities; (5) function on the theory that education is a lifelong process; (6) provide an organization for the discussion and solution of many common community problems. Adult education workers should, among other things: have a working knowledge of approved methods of leadership; know about adult motivation and limitations; be aware of and willing to cooperate with existing community organizations; and be aware of the transferability of skills and techniques from regular day-school programs. The following were prescribed for proposed standards for teachers and directors. Teachers in community adult schools should: (1) have preparation equivalent to that required for the regular day-school teacher, and (2) develop competencies in each of the following areas: Adult Psychology, Counseling Adults, Human Relations, Philosophy of Adult Education, Methodology of Teaching Adults, and Research in Adult Education.

651 PERSONALITY PATTERNS OF AGRICULTURAL EXTENSION WORKERS AS RELATED TO SELECTED ASPECTS OF WORK ADJUSTMENT. Hatton, Robert Oliver. Michigan State University. 213 p., 1953.

652 A COMPARATIVE ANALYSIS OF THE FUNCTIONS OF SPECIALISTS IN THE COOPERATIVE EXTENSION SERVICE, BY BROAD SUBJECT AREAS. Harvey, John Jackson. Wisconsin University. 1961.

653 DESIGN AND EVALUATION OF AN IN-SERVICE TRAINING PROGRAM FOR TEACHERS IN CHILD GROWTH AND DEVELOPMENT. Holmlund, Walter Sulo. University of Michigan. 3766. 1952.

654 CHARACTERISTICS OF BEST LIKED TEACHER, LEAST LIKED TEACHER AND MOST EFFECTIVE TEACHER IN TEACHER TRAINING INSTITUTIONS. Taylor, George Flint. University of Connecticut. 146 p., 1959.

655 THE SELECTION, PREPARATION AND SUPERVISION OF ASSISTANT INSTRUCTORS OF ADULT COURSES IN VOCATIONAL AGRICULTURE IN THE PUBLIC SCHOOLS OF ILLINOIS. Craddock, John Richard. University of Illinois. Ed.D. 60-3897. 1960.

656 EVALUATION OF PROFESSIONAL GROWTH PROGRAMS FOR TEACHERS IN SELECTED SCHOOL SYSTEMS IN COLORADO. Corson, Lloyd Nelson. Ed.D. 61-6596. 1961.

657 HOW TO DISCOVER AND SELECT TEACHERS FOR ADULT EDUCATION. Brown, Lawrence G. Pennsylvania State University. 1960.

658 LEADERSHIP AND GROUP PRODUCTIVITY. Hunter, David R. Harvard University. 1952.

659 THE TRAIT AND SITUATIONAL APPROACHES IN THE DEVELOPMENT OF A LEADERSHIP INVENTORY. DuBrin, Andrew J. Michigan State University. 172 p., 1960.

660 TRAINING CENTERS FOR LEADERSHIP EDUCATION. Brown, Frank Reginald. Columbia University. Ed.D. 264 p., 1956.

661 CHARACTERISTICS OF TEACHER EFFECTIVENESS. Billingsley, Leon Commondore. University of Arkansas. Ed.D. 113 p., 1961.

662 IDENTIFICATION OF ATTITUDES AND VALUES ASSOCIATED WITH THE TEACHING EFFECTIVENESS OF NEW YORK COUNTY EXTENSION AGENTS. Benson, Harold W. Cornell University. 1952.

663 A COMPARISON OF THE EFFECTIVENESS OF SELECTED OBSERVATIONAL PROCEDURES IN DEVELOPING TEACHER PERCEPTION. Adolphsen, Louis John. Minnesota University. 354 p., 1961.

664 A TECHNIQUE FOR DETERMINING THE SOURCES OF TEACHER JOB DISSATISFACTIONS. Roth, Lester James. Stanford University. Ed.D. 199 p., 1956.

665 A STUDY OF THE RELATION BETWEEN QUALITY OF EDUCATION AND THE MORALE STATUS OF THE FACULTY. Stosberg, William Kenneth. New York University. Ed.D. 248 p., 1957.

666 TEACHER CHARACTERISTICS ASSOCIATED WITH EVALUATIONS OF ETHICAL PRINCIPLES AND PRACTICES. Rodd, Richard Allen. Southern California University. Ed.D. 175 p., 1960.

667 A FORCED-CHOICE APPROACH TO THE MEASUREMENT OF TEACHER ATTITUDES. Mazzitellie, Dominick, Jr. University of Illinois. 148 p., 1957.

668 AN INVESTIGATION INTO THE VALUE-ATTITUDE STRUCTURE OF CERTAIN URBAN TEACHERS. Kuipers, Joan Haralson. Wayne State University. Ed.D. 176 p., 1961.

669 THE OPERATIONAL BELIEFS OF SELECTED LEADERS IN A SELECTED COUNTY. Kimbrough, Ralph. University of Tennessee. 1953.

669A THE PROFESSIONAL NEEDS OF COSTA RICAN EXTENSION WORKERS. Sepulveda, Fernando Del Rio. Cornell University. Ed.D. 277 p., 1958.

4100 Administrators

*670 THE ADMINISTRATIVE ROLE OF THE STATE 4-H CLUB LEADER IN SELECTED STATES: A STUDY IN ROLE PERCEPTION. Trent, Curtis. Wisconsin University. 61-1557. 278 p., 1961.

This study examined the administrative role of the state 4-H club leader in selected states. Data were obtained through individual and group interviews with 377 state extension staff members in Georgia, Massachusetts, Minnesota, Missouri, Ohio, Tennessee, Texas and West Virginia. Respondents were divided into three position groups and into two types of organization. The three position groups were: (1) state 4-H Club staffs, (2) administrative supervisory staffs, and (3) specialist staffs. The two types of organization were: (1) organization type P/O (those states in which the director of Extension perceived the State 4-H Club Leader as functioning primarily as a program supervisor or organization specialist); (2) organization type A/S (those states in which the director of Extension perceived the State 4-H Club Leader as functioning primarily in the areas of administration and supervision. State 4-H Club staffs placed the greatest amount of importance on the role followed by specialist staffs and administrative-supervisory staffs. State 4-H Club staffs in organization type P/O placed more importance on the role than the State 4-H staffs in organization type A/S. Respondents believed that the following eight functions should be the most important administrative functions of the State 4-H Club Leader: (1) Planning, (2) Organizing, (3) Evaluating, (4) Public relations, (5) Coordinating, (6) Supervising personnel, (7) Formulating policies, and (8) Forecasting future trends and/or needs. They saw the following eight functions as being most important: (1) Public relations, (2) Organizing, (3) Supervising personnel, (4) Planning, (5) Formulating policies, (6) Coordinating, (7) Evaluating, and (8) Interpreting policies. There was relatively high consensus among the three position groups on both the ideal and actual rank order of importance of the sixteen administrative functions.

671 DIFFERENCES BETWEEN PERCEIVED ADMINISTRATIVE BEHAVIOR AND ROLE-NORMS AS FACTORS IN LEADERSHIP EVALUATION AND GROUP MORALE. Sharpe, Russell Thornley. Stanford University. 485 p., 1955.

672 A STUDY OF DIRECTORS OF CHRISTIAN EDUCATION IN CHURCHES OF THE DISCIPLES OF CHRIST IN THE UNITED STATES. Shelton, Gentry Allen. University of Kentucky. Ed.D. 235 p., 1954.

4300 EVALUATION

673 A STUDY TO DETERMINE THE ADEQUACY OF THREE SELECTED OKLAHOMA PUBLIC SCHOOL ADULT EDUCATION PROGRAMS WITH SPECIAL REFERENCE TO DETERMINATION OF ADEQUATE CONTENTS AND METHODS. Timken, Joseph Ellis. Oklahoma State University. Ed.D. 111 p., 1951.

This study determined the adequacy of three selected Oklahoma public school adult education programs with special reference to content and method, by the use of a study guide based upon maximal goals and the accepted educational procedures used by those in charge of the programs to achieve these goals. It was concluded that: the percentage of population served by the Northeastern Oklahoma Agricultural and Mechanical adult program of Miami, Oklahoma, was two-hundredths of one percent, and the program used one of 36 adult centers; the percentage of the population served by Stillwater, Oklahoma, public school adult education program was four percent, and five of the eight educational centers were used; one percent of Tulsa, Oklahoma's population was served, and the program used seven of the 56 educational centers available. Not all the people concerned with adult problems were used to identify the needs and interests of adults. The segments of population served were only a small sampling of the socio-economic groups found in the three communities studied. The evaluation of course activities which would lead adult students to future enrollment and continued learning was adequate in the three programs studied; so also were the steps to develop informed, constructive thinkers and cooperative action.

*674 THE IDENTIFICATION OF CRITERIA FOR EVALUATING GRADUATE PROGRAMS IN ADULT EDUCATION. Aker, George Frederick. Wisconsin University. 62-2225. 400 p., 1962.

The purpose of this study was to identify and organize criteria useful in evaluating and determining the effectiveness of graduate programs in adult education. There were three phases: a comprehensive review of the literature to identify evaluative criteria and to uncover methods and techniques for evaluating professional preparation programs, a search of the literature to identify the educational objectives of graduate programs in the field and to obtain descriptions of specific professional behaviors, and the ascertaining of the opinions of selected samples of graduates in adult education. Mail questionnaires were developed to secure the needed data. The Kendall Coefficient of Concordance was used in determining the extent of agreement among a jury of professors. Analysis of variance and the F-Test for significance were used to determine differences in opinions among the samples. In general, samples of graduate students expressed the opinion that graduate study was necessary in acquiring competence for the behaviors studied. The analysis of data in respect to differences in opinions among the samples revealed significant differences at the .05 level by age, sex, year in graduate school, field work experience, and years of professional experience.

675 A STUDY OF PEER EVALUATION IN AN ADULT GROUP LEARNING SITUATION. Powell, Oscar Ray. Denver University. 168 p., 1954.

The purpose of this study was to examine the relation of peer appraisal to the broader concept of evaluation used in determining the grades of a group of graduate students. The experiment had to do with testing the relative worth of two forms of rating scales known as the long and short forms. Expressed in terms of percentage the experimental group was only 54 percent as variable as the control group. The outcome obtained from this experiment indicated that the instructed groups (experimental) were more discriminating in their judgments than the control gorups. The amount of discrimination, as in the first experiment, was based on the assumption that the relative amount of variation from the class mean was an indication of discrimination. The coefficient of variation for the experimental groups was 7.84; for the control groups it was 5.05. On the basis of the findings of these two experiments the recommendation was made that the short form be used but that it be supplemented with written instructions on how to evaluate one's peers, and that the criteria used be explained in terms of behaviors characteristic of the trait being rated. This study revealed that making an individual profile of the student's rating by his peers was not only useful in helping the student realize his weak and strong points but was also helpful in analyzing group behavior as it relates to evaluation.

*676 THE EFFECT OF SUPERVISORY TRAINING UPON THE RELIABILITY OF TWO APPRAISAL INSTRUMENTS IN EVALUATING THE RELATIVE JOB PERFORMANCE OF COUNTY EXTENSION AGENTS. Cassell, Roy Dale. Wisconsin University. 62-1956. 284 p., 1962.

This study sought to ascertain the effect of supervisory training on reliability of two personnel appraisal instruments in evaluating the relative job performance of rural extension agents. Procedures and methodology entailed validating the criteria, supervisors in personnel evaluation, and conducting item analysis and analysis of variance. The 14 criteria which best discriminated among agents were used. Pretraining and posttraining appraisals were made of an experimental (trainee) and a control group of district supervisors. These were among the conclusions: (1) analysis of variance and item analysis helped identify discriminating items in the checklist; (2) the checklist was not as useful as the paired comparison instrument in evaluating job performance; (3) paired comparison was equally effective for the 4-H Club, home economics, and agricultural extension agent positions; (4) the training program did little to increase the reliability of the evaluation instruments; (5) greater variability of ratings occurred most often for the 4-H agent position.

*677 DID THE 1946 - 1947 OFFERINGS AND PRACTICES OF SELECTED ILLINOIS HIGH SCHOOLS OUTSIDE COOK COUNTY MEET STANDARDS FOR JUDGING ADULT EDUCATION PROGRAMS AS SUGGESTED IN THE LITERATURE OF ADULT EDUCATION? Frasure, Kenneth Jones. Illinois University. 164 p., 1948.

This study investigated whether the 1946-1947 offerings and the practices of selected Illinois high schools outside Cook County met the standards for judging adult education as suggested in the literature of adult education. Only about one school out of five responding to the postal card survey stated that they had an adult education program. Most of the programs had little local supervision aside from that given by the principal. Not many schools provided a counselor for adults. A large portion of the schools made no adjustments for full-time high school teachers who taught adult classes. Yet, nearly all the adult classes offered by them were taught by full-time high school teachers. The usual stipend for teaching an adult class ranged from $2.00 to $4.00 per hour. Improvements were needed in the following: (1) delegation of responsibility by the superintendent of schools who was responsible for the Adult Education program; (2) supervisory and counseling services; (3) coordination and in-service training for teachers of adults; (4) methodology; (5) physical environment; (6) financial support through legalization of federal and state aid. Suggested standards for judging adult education programs included: the appointment of a suitable person with sufficient time to direct the Adult Education program; provision of flexible programs and in-service education; and more democratically planned, coordinated and executed state wide adult education programs.

678 DEVELOPMENT AND USE OF EVALUATIVE CRITERIA FOR ADULT EDUCATION IN HOMEMAKING IN THE PUBLIC SCHOOLS WITH SPECIAL REFERENCE TO IOWA. Ford, Roxana Ruth. Iowa State College. 229 p., 1949.

Using a literature review on desirable qualities in adult education programs, and opinions from a jury of experts on home economics education, the author undertook to develop and apply criteria for evaluating public school programs in adult homemaking education, both at the local and state levels. Criteria for local adult homemaking programs included the following: (1) programs are aimed at meeting recognized needs; (2) improvement of home and family life is a major goal; (3) the program is coordinated with other educational activities in the community; (4) it serves men and women of different ages, races, nationalities, and socioeconomic groups within the community; (5) those who will benefit share in program planning, implementation, and evaluation. These were criteria for statewide programs: (1) local communities receive appropriate encouragement in developing adult homemaking programs that meet the needs and interests of all adults; (2) adult homemaking education is coordinated with adult education programs of other state agencies; (3) those who are directly responsible share in planning, carrying out, and evaluating the statewide program; (4) flexible preservice and inservice teacher training, continuously adapted to needs within the state, is provided in the philosophy and methods of adult homemaking education. These proposed criteria were felt to have sufficient merit to justify further testing and use.

*679 PROPOSED CRITERIA FOR EVALUATING GRADUATE PROGRAMS IN EXTENSION EDUCATION. Hoffman, Carl Jacob. Wisconsin University. 62-4688. 394 p., 1962.

Tha major purpose of this study was to develop a proposed set of criteria for evaluating graduate programs in extension education. The procedure employed consisted of six major steps: reviewing the literature, surveying the institutions, developing suggested criteria, submitting criteria to a panel of judges, testing the proposed criteria, and revising the proposed criteria. All the proposed criteria and 92 percent of the suggested dimensions were endorsed by three-fourths or more of the judges for evaluating graduate programs in extension education. Using the dimensions approved by the judges, the respondents in appraising the Extension graduate programs of their own institutions, rated 94 percent of the items as "important" or "of major importance". At the same time they indicated that approximately eighty-three percent of the dimensions were present in their programs to a "fair" or "very satisfactory" degree. The twenty-two statements proposed as criteria for evaluating graduate programs in extension education identified aspects believed by a panel of judges to be important in the evaluation of graduate programs established for professional extension workers. The 82 respondents who used the dimensions of the proposed criteria to evaluate the programs of their own institutions, lent further support to the relevance and importance of the criteria as endorsed by the panel of judges.

680 THE DEVELOPMENT OF EVALUATIVE GUIDES FOR USE IN ADULT VOCATIONAL EDUCATION PROGRAMS. Hershey, Edna-Jean. Denver University. Ed.D. 185 p., 1954.

This study was concerned with the development of techniques for evaluating and improving selected phases of the instructional program of the Emily Griffith Opportunity School, the adult and vocational division of the Denver Public Schools. The procedures used were: a review of literature, a detailed analysis of 44 subject-matter evaluation instruments recommended and used by state directories and/or supervisors of vocational education, the preparation of eleven preliminary Basic Requirements Evaluation Guides as a result of the above research, a revision of the preliminary guides, an application of the revised guides, and a final revision of the Basic Requirements Evaluation Guides through Opportunity School staff study group sessions. In the evaluation of physical facilities needed to operate a class, shop, or laboratory program, four basic requirements evaluation guides appeared advantageous: evaluation of a proposed community site if the instructional program under consideration is to be held outside the main school location; the class-laboratory-shop area itself; instructional furnishings; and instructional materials. In the evaluation of personnel, three evaluation guides appeared useful: instructor qualifications, student recruitment, and student selection. Safety and sanitation, class-laboratory-shop management, housekeeping, and class-laboratory-shop atmosphere seemed essential to the supplemental duties.

681 CRITERIA FOR EVALUATION OF ADULT EDUCATION PROGRAMS IN JUNIOR COLLEGES AND THEIR APPLICATION TO KILGORE COLLEGE. Luchsinger, Leland Beyer. Texas University. Ed.D. 59-4760. 355 p., 1959.

The study was undertaken to develop criteria which could be used to analyze junior college adult education programs and to use the criteria to evaluate the Kilgore College adult education program. A questionnaire was used to collect data from 124 colleges. The analysis criteria were placed in the following major divisions: the philosophy and objectives of the program; the enrollment in the program; the services rendered the adult student; the organization, administration, and financing of the program; the adult administrator and his staff; and the instructional procedures practised and the curricula offered. Twenty statements which were selected from the analysis criteria because they pertained to adult education were rated by 78 adult students. Only fourteen ratings out of a total of 196 were below the rating of fair; ten poor and four unsatisfactory ratings were given. Sixty-four ratings of fair were given by the three college administrators, the adult instructors, and the adult students who rated the analysis criteria. The critical analysis of the adult education program of Kilgore College revealed that, in most instances, the program could be compared with the median or better adult program as offered by a sample of 124 programs.

682 THE DEVELOPMENT OF A NEW ATTITUDE MEASUREMENT TECHNIQUE. Vincent, Norman Lee. Purdue University. 60-4221. 94 p., 1960.

The purpose of the present study was to develop an attitude scale according to the procedures outlined by Naylor and Vincent in a paper presented at the American Psychological Association (Sept., 1959) and to compare this scale with Thurstone, Likert, and Guttman scales in terms of internal consistency reliability and interval scaling characteristics. A pool of 50 attitude toward unionism items was administered to a sample of 190 people; the same pool of items was sorted by 20 people on a Thurstone equal appearing interval scale. The sample of 190 people was randomly split into a primary group of 100 and a hold-out group of 90. Using the primary group and following standard item analysis procedures a 26 item

Likert scale was developed. To develop the Naylor-Vincent scale, intercorrelations (phi coefficients) among the 50 items were computed and stepped up with the Spearman-Brown prophecy formula. Internal consistency reliability coefficients were .87 for the Thurstone scale, .91 for the Likert scale, .84 for the Guttman scale, and .82 for the Naylor-Vincent scale. If the Naylor-Vincent scale had as many items as the Thurstone and Likert scales the reliability would be expected to go up to .88. Thus the Naylor-Vincent scale com favorably with the others in terms of internal consistency.

683 THE DEVELOPMENT OF A TEACHER EVALUATION PROGRAM. Lindley, Jesse B. Ed.D. 62-5802. 1962.

684 A METHOD FOR DETERMINING THE STANDARD ERROR OF RATING AND STANDARD ERROR OF MEASUREMENT FROM A SINGLE ADMINISTRATION OF A SUBJECTIVE ACHIEVEMENT EXAMINATION. McGuire, John Paul. Syracuse University. Ed.D. 59-2681. 1959.

685 EVALUATIVE CRITERIA FOR ADMINISTRATIVE MEASUREMENT OF PUBLIC SCHOOL ADULT EDUCATION PROGRAMS IN NEW YORK STATE. Hall, Robert Franklyn. New York University. 1958.

686 CONSTRUCTION OF A SCALE TO MEASURE THE DISPOSITION FOR SHARING. Longworth, Donald Sherman. Ohio State University. 126 p., 1952.

687 AN EXPERIMENTAL INVESTIGATION OF THE VALIDITY OF THE FLESCH READABILITY FORMULA AS RELATED TO ADULT MATERIALS. Pitcher, Robert Walter. Michigan University. 1953.

688 TO DEVELOP AND VALIDATE AN OBJECTIVE MEASURE OF LOCOMOTOR RESPONSE TO AUDITORY RHYTHMIC STIMULI. Simpson, Shirley Evelyn. Boston University. Ed.D. 93 p., 1957.

689 A TECHNIQUES FOR EVALUATING FAMILY LIFE AND MENTAL HEALTH FILMS. Poffenberger, Thomas Millard. Michigan State University. Ed.D. 176 p., 1954.

690 ANALYSES OF OBJECTIVES AND EVALUATION OF ACHIEVEMENTS OF SINCLAIR COLLEGE OF THE YMCA, DAYTON, OHIO. Snyder, James M. University of Cincinnati. Ed.D. 24230. 1957.

691 THE K-COEFFICIENT: DESIGN AND TRIAL APPLICATION OF A NEW TECHNIQUE FOR MULTIVARIATE ANALYSIS. Rosenblatt, Frank. Cornell University. 217 p., 1956.

692 CRITERIA FOR EVALUATING A PROGRAM OF EDUCATION FOR PROFESSIONAL WORKERS IN OKLAHOMA METROPOLITAN NEGRO BAPTIST CHURCHES. Coleman, John William. Oklahoma A. and M. 1955.

693 THE DEVELOPMENT OF A SCALE FOR MOTIVE ASSESSMENT: ACHIEVEMENT AND AFFILIATION. Vanzandt, Bill Ray. University of Arkansas. Ed.D. 86 p., 1961.

694 AN EVALUATION OF THE TRAINING PROGRAM FOR THE VILLAGE LEVEL WORKER IN INDIA. Varughese, Mattackal Thomas. Claremont Graduate School. 1958.

695 DEVELOPMENT OF CRITERIA FOR THE EVALUATION OF LOCAL PROGRAMS OF TRADE AND INDUSTRIAL EDUCATION. Wilcox, Glade. Indiana University. Ed.D. 19285. 1956.

4600 EDUCATION OF SPECIAL GROUPS

4625 Young Adults

696 PROPOSED PROGRAM FOR MOBILIZING EDUCATIONAL AND OTHER RESOURCES FOR USE IN THE SITUATION CREATED BY A PERIOD OF WIDESPREAD YOUTH UNEMPLOYMENT. Streibig, Kenneth Carl. Columbia University. 1949.

See also: 1200 Age difference

4635 Older Adults

697 THE SOCIAL ROLES OF OLD PEOPLE. Albrecht, Ruth Esther. Chicago University. 1216. 394 p., 1951.

The purpose of this study was to investigate the activities of older people in twelve common social roles to learn; (1) how active they were in common social roles, (2) how these roles interrelated, (3) how economic security, prestige, and personal adjustment were related to these roles, and (4) to what extent elderly people actually have the personality characteristics generally ascribed to aging. Fifteen scales were devised. Old people without responsibility were ill, lived in homes for the aged or in rooming houses, and did not wish to work or could not do so. Parents showed five main divisions of responsibility for, or interaction with, the children: parents and children were independent of each other; parents had dependent children; there was mutual dependence; children took care of aged parents; parents had no contact with children. The largest number fell in the first category. Grandparents varied their relationship as their grandchildren grew from infancy to adulthood. Social participation pattern was assigned to 50 of 70 persons; part-time or occasional responsibility to 17. Elderly people tended to take responsibility only in small select social groups and only those with unusual ability or energy accepted leadership positions in church organizations. Membership in cliques formed years before led to the continuation of friendship in old age. Peer interaction was based on three conditions: older people must have social access to others, must be able to communicate with them, and must have some common interests. Low ranking people tended to be shy, lack language and social skills, or were disinterested in other people.

*698 THE PROBLEMS OF THE AGED AND AGING WITH RECOMMENDATIONS FOR IMPROVING STATE PROGRAMS. Bain, Jessie W. Columbia University. Ed.D. 226 p., 1961.

The study inquired into the content and patterns of statewide programs for the aged and aging in California, Florida, Indiana, Michigan, Minnesota, New York, and Texas. Its chief aim was to learn similarities and differences in programs and ascertain their unique contributions to the well-being of older people in such areas as income maintenance, housing, social welfare, mental and physical health, education, and recreation. The literature on the social role, problems, and capabilities of the aged was reviewed; and data were obtained from various state departments and divisions, as well as from state libraries, state colleges and universities, and each state commission charged with preparation for the White House Conference on Aging. It was found that state programs differ according to situational constraints and the philosophy of program workers. However, many specialists committed to the "whole man" approach were striving toward cooperative action as seen in efforts to interrelate the essential contributions of state government departments, Federal agencies, and community groups into unified state programs. Recommendations on counseling and guidance, manpower utilization, education, group development, program funding, program administration, and research were offered, including specific suggestions for expanding the Texas program.

*699 THE ROLE OF OLDER PEOPLE IN A FLORIDA RETIREMENT COMMUNITY. Aldridge, Gordon James. Michigan University. 12,538. 133 p., 1955.

This study examined the social aspects of aging in a small retirement community (St. Cloud) in central Florida. In St. Cloud, an all-white community of 3,000 with 50% over sixty, interviews were held in 1951 with 245 older people, persons from other age groups, and at least one officer from all the secular and most of the religous organizations. It was concluded that, in contrast to the usual role of older people in the United States, the position of older people in St. Cloud was socially approved and personally satisfying. Adaptation was facilitated by and expressed through the development of certain services, facilities, and customs. Their solidarity was reinforced through the formal organizations which they controlled, and through informal social relationships with persons of similar age and interests. Control of these organizations led to control of the community's structure and functioning; this would be a crucial factor in the possible development of an adult education program. Finally, despite areas of conflict, especially between the young and the old, the community has become accommodated to its older people.

700 EDUCATIONAL OPPORTUNITIES AND PROBLEMS IN IOWA'S HOMES FOR THE AGING: A SURVEY. Johnson, Raymond Oliver. Iowa State University. 23,756. 439 p., 1957.

Because organized information concerning old people's homes in Iowa was inadequate, a survey was designed to explore the educational opportunities, problems, and community affiliations of thirty-five homes scattered throughout Iowa. These included seventeen different denominational religious homes, three fraternal homes, the Old Soldier's Home, and fourteen county homes serving large and small cities. The survey consisted of personal interviews with the home administrators, with a ten percent sample of the residents, and with secretaries of various community service agencies in functional proximity to the homes. Data were gathered on care of residents, living arrangements, leisure time programs, work schedules, sense of satisfaction evidenced by residents, and services from local community agencies. Resident satisfaction with a home was found related to the personality and ability of the administrators. Personal interest in the individual by administration was mandatory for resident satisfaction. A selective admittance policy also affected the sense of satisfaction among residents. In county homes selective placement of resident to job and fellow workers was crucial in fostering satisfaction. The homes sponsored varied leisure time activities but they were mainly study or religious in nature. No homes sponsored recreational activities demanding physical exertion. Thanksgiving and Christmas received an over-concentration of activities. Available community service agencies, with coordination and stimulation of latent community resources, could provide adequately all assistance required by the homes. The survey indicated that educational opportunities in Iowa's homes for the aging were many even though latent at the time of the study. It indicated that the residents of homes have learned by trail and error to adjust to new ways of living even though limited.

701 THE SUPERIOR OLD PERSON: CASE STUDIES AND FURTHERING CONDITIONS. McNulty, John Patrick. Ohio State University. 234 p., 1954.

The author studied certain exceptionally able and highly regarded older persons in their own communities to find out their accomplishments in later life, as well as personal and environmental factors which have worked in their favor. Representative cases of superior adjustment and of poor adjustment were compared, and informal field studies were carried out on clubs and institutions serving older people. Supplementary studies were also conducted on teachers and industrial workers of varying ages. The supplementary studies revealed age differences in traits, with older persons showing certain important merits. Data on homes, clubs, and other organizations dealing with the aged showed that some of these groups were very inadequate. However, such groups were able to serve older people well insofar as they kept the old in active touch with life. The superior old were splendid people, the best of them having a distinctive mellow wisdom which is much needed. Detrimental circumstances have proved important in causing handicaps and maladjustment; similarly, the present study demonstrates that favorable circumstances contribute to the making of a well-adjusted older adult.

702 THE EFFECTS OF GROUP EXPERIENCES ON THE AGED. Malek, Zena Bella. Southern California University. 61-397. 215 p., 1961.

The purpose of the study was to evaluate the effectiveness, on an elderly population, of two different types of group experiences, namely, group psychotherapy and art-and-crafts classes. Results were compared with those of a control group matched on relevant variables. It was hypothesized that participation in such group activities would result in improvement on intellectual, imaginable, self-evaluative, and hospital ward behavior variables. The subjects were selected from the patient population of the Rancho Los Amigos Hospital and were included in the study if they met with twelve specified criteria, including the following: sixty-five years of age or older; female; free from psychoses, organic brain involvement, or malignant neoplasms; of at least average intelligence; not participating in any organized group activity; and with defined minimal acceptable auditory and visual acuity. At the conclusion of the experimental period, the test battery was re-administered, along with a final questionnaire on which the patient evaluated the activity in which they had participated. The therapy group, as compared with the control group, showed significant improvement in intellectual functioning, in self-esteem, and in hospital behavior. Significant differences were also found on such emotional variables as increased pleasant feeling tone, increased capacity for strong, positive, and mature interpersonal relations, increased feelings of urgence, and increased capacity to fantasize through wider ranges of time and space, as measured by the TAT rating scales. The craft group, as compared with the control group, showed no significant differences on either intellectual functioning or in overt hospital behavior. Emotional and self-evaluative changes did occur, however, with the craft class showing significant improvement in pleasant affect, in self-esteem, and in increased ability to form strong affectional relations. In comparing the craft and therapy groups, results indicated significant improvement on the intellectual variable in the therapy group. Although both groups improved in self-esteem, the craft group improved significantly more.

703 A LONGITUDINAL ANALYSIS OF THE FACTORS RELATED TO ADJUSTMENT TO RETIREMENT. Meyers, Marvin Daniel. New York University. 132 p., 1960.

A study was made of changes in personal factors and adjustment in 87 men and women aged 62 to 76 after a year of retirement. Relationships were sought between adjustment and such factors as sex, education, health, marital status, income, employment status, religion, religious activity, number of children, reason for retirement, advance notice of retirement, hobbies and activities, and death of loved ones. Main findings: (1) adjustment declined slightly for the total group; (2) health, education, marital status, financial security, employment status, employment seeking or lack thereof, reason for retirement, advance notice of retirement, and number of activities and hobbies were all significantly related to quality of adjustment. Sex, birthplace, amount of savings, amount of retirement income, religious activity, religious affiliation, death of loved ones, and number of children were not related to adjustment either before or after a year of retirement.

*704 PUBLIC EDUCATION FOR THE AGING: A DETERMINATION OF THE EDUCATIONAL DESIRES OF THE AGING AND RECOMMENDATIONS FOR MORE ADEQUATELY INVOLVING THEM IN THE SANTA MONICA ADULT EDUCATION PROGRAM. Ride, Dale B. University of California (Los Angeles). Ed.D. 153 p., 1954.

The author examined the Santa Monica public school adult education program; conducted a questionnaire survey of the background, activities, and educational interests and desires of older adults in that city; and developed recommendations for helping provide a better scheme of education for later maturity. Data were collected on educational attainment, household relationships, employment, leisure activities, organizational participation, familiarity with the Santa Monica program, participation in the program, reasons for attending or not attending, conditions under which older people would participate, desired locations of classes, preferred times of day, and general type of adult program desired. Major recommendations were: (1) provide late morning or early afternoon classes at convenient locations throughout the city; (2) give older adults general educational subject content rather than separate courses; (3) stress personal contacts and church publications as publicity media; (4) reestablish the forum series to discuss problems of overall community interest; (5) the adult program should take the initiative in keeping the public informed regarding the position of the aged.

705 PERSONAL ADJUSTMENT IN AGING IN RELATION TO COMMUNITY ENVIRONMENT: A STUDY OF PERSONS SIXTY YEARS AND OVER IN CARRBORO AND CHAPEL HILL, NORTH CAROLINA. Stone, Edith Virginia. North Carolina University. 60-4871. 291 p., 1959.

The main hypothesis of this study was that personal adjustment in aging is influenced by community environment. The method used comprised: (1) a census of persons 60 years of age and over or persons born prior to January 1, 1899, presently living within the town limits of Chapel Hill and Carrboro, North Carolina, and (2) to study a sample group from this universe in relation to personal adjustment and community environment. Personal adjustment scores derived from the Activities Inventory differed by communities. However, the greatest differences in patterns of living did not necessarily evidence themselves in the scoring procedure. In all three communities the most frequent factor contributing to good adjustment was economic security. The next in order of influence were: intimate contacts for Communities "B" and "C", and health for Community "A". Lack of leisure-time activities contributed most frequently to poor adjustment in all three communities. This was followed by lack of religious activities in Communities "A" and "C", and health in Community "B". Health seemed to be the main factor in limiting leisure-time activities and religious participation. The same pattern was followed in high and low mean scores, except in Community "C" where health and leisure time had the lowest mean scores. The highest positive correlation was in Community "C" between health and leisure time.

*706 COMMUNITY ORGANIZATION FOR OLDER ADULTS ON STATEN ISLAND, NEW YORK. Coles, Roswell S. Columbia University. Ed.D. 238 p., 1953.

This project obtained information on the number of older adults on Staten Island, their relative place in the total population, where and how they lived, and especially their unmet needs; and examined community resources with regard to what was available to older adults, which resources were being used to capacity, and which others might offer immediate assistance. It was hoped that a practical plan could be evolved for a community organization to meet needs and mobilize appropriate resources. A survey of older persons, community leaders, and officials of public and private agencies and educational institutions, was conducted. Educational implications of local community characteristics and other background factors were noted, followed by even stronger implications arising from specific needs (health, financial, etc.) and from the pattern of existing and potential resources. A day center for older adults formed the cornerstone of the new plan. Its functions would include social rehabilitation, vocational rehabilitation, counseling, public relations and community education, administrative services (including financing and program evaluation), and leadership recruitment and training for work with older adults. Plans and procedures for organizing the center were spelled out.

707 THE NEEDS OF THE URBAN AGED IN TWO PHILADELPHIA NEIGHBORHOODS: FACTORS RELATIVE TO THEIR USE OF AND THEIR ATTITUDES TOWARD COMMUNITY FACILITIES. Forman, Martin Joseph. Pennsylvania University. 60-3581. 212 p., 1960.

This study aimed to determine the needs of the aged in two Philadelphia neighborhoods, the extent to which they make use of community facilities, and their attitudes toward these facilities. A sample of 501 persons sixty-five years of age and older was selected by interviewing all persons of this age group who resided on randomly selected blocks within the neighborhoods. Results were compared according to various socio-economic-demographic factors. Use of extensive publicity in the neighborhoods and the distribution of a personal letter to every house which was to be visited helped to limit the refusal rate to 7%. Many persons were found to be involuntarily unemployed. Forced retirement and illness were the major reasons for such unemployment. Over eighty percent of the aged believed that children were morally obligated to support their aged parents. Over half feel that children should be forced by law to do so. About three fourths believed employers were so obligated, and eighty to ninety percent believed this was an obligation of the government. All of the aged interviewed had health problems. Most indicate that this was the biggest problem of the aged. Most had a high opinion of the work of doctors and hospitals, but a lack of greater use of these facilities when needed was related to lack of sufficient funds. Most people had never heard of the work of the Visiting Nurse Society. Even where people lived alone and in simple surroundings, they were not dissatisfied with their housing arrangements. The increase in leisure time brought on by retirement and loss of spouse in advanced age brought added problems of how to make use of this time. Most people in the study engaged in isolated activities around the house; few belonged to organizations in which they associate with other people. Very few belong to "Golden Age Club," saying they had no need for such a club. Many didn't know such clubs existed. The onset of old age brought on a reversal of certain parental roles with the child taking over the offering of financial help and advice and guidance to the parent. Most aged, however, planned to offer a small legacy to their children after death. The major differences in attitudes between the various subgroupings were those between the two neighborhood groups when matched for other factors. The study was also offered as a prototype of the kind of study which may be used by a community agency which wished to determine the needs of its clientele and their potential acceptance of a program designed to help them.

708 A CURRICULUM STRUCTURE FOR OLDER PERSONS IN THE CHURCH BASED UPON A STUDY OF THE OPINIONS OF MINISTERS AND OLDER PERSONS. Garrett, Charles Wesley. New York University. 7096. 225 p., 1953.

The problem of the study was to ascertain the attitude-opinions of older persons toward the church and the attitude-opinions of ministers toward older persons in order to provide a basis for planning the religious education of older persons. The procedure for identifying attitude-opinions involved two scales constructed according to the Thurstone method of equal-appearing intervals. Statements of attitude-opinions held by older persons were collected by interviewing older persons, by visiting an older persons' community center, by an older person informally questioning other older persons, by observations of participants of the First National Conference on Aging and of ministers residing beyond the delimited area of the study, and from pertinent literature. The ministers' scale was developed by collecting 118 statements of attitude-opinions from members of the First National Conference on Aging, from ministers beyond the delimited area, and from pertinent literature. The results of older persons' scale stressed "workshop" as the predominant curriculum category. "Service" and "evangelism" were of secondary importance with "recreation" and "study" being of subsidiary status to the latter two. The interviews of older persons supported the findings of the attitude-opinion scale. The findings of the ministers' scale showed the "service" was considered most important. However, ministers in the interviews equated "service" and "worship" as important emphases in curriculum. The "worship" and "service" appear as the most important emphases in curriculum. "Study," "recreation," and "evangelism" fall into subsidiary roles. Older persons do not desire the creation of special groups designated as segregated group satisfiers of older persons' needs. Instead older persons want to become integrated in the normal groups of church family life.

*709 THE EXPRESSED EDUCATIONAL NEEDS OF OLDER-AGE ADULTS IN TWO SENIOR CENTERS. Haworth, Edward Harmon. Stanford University. Ed.D. 15,345. 145 p., 1955.

The purpose of the study was to determine the expressed educational needs of older adults and to recommend a program for the expansion and improvement of an adult education curriculum. Two centers for senior citizens, located in San Francisco and Menlo Park, California provided the population. At each center two samples were taken, a sample of volunteers and one that was systematically selected. Participants were questioned regarding their educational and vocational experiences and were given an opportunity to express their educational needs as they perceived them. The most frequently expressed need was for more knowledge of world affairs. This was followed by the need for improvement in the command of written and spoken English. Homemaking and commercial subjects ranked high.

The participants were almost equally divided with respect to preference for attendance in classes with students of their own age range versus attendance in classes with students of all ages. A clear preference for day-time classes was expressed. Educational needs were expressed by 70.7 percent of the participants. To a large extent, the San Francisco adult education program was found to be meeting senior citizens' needs as determined by the study.

*710 A STUDY OF THE RETIREMENT PROCESS IN THE COOPERATIVE EXTENSION SERVICE. Johnson, Robert Lee. Wisconsin University. 58-5351. 320 p., 1958.

This study deals primarily with factors which influence the attitude of employed and retired cooperative extension workers toward retirement. In addition, it summarizes the policies and practices followed by thirty-nine states and territories in the process of retirement from the Cooperative Extension Service. The population consisted of 192 extension workers who expected to retire during the five years following 1957, and 216 persons who had retired during the five years preceding 1957. There was no relationship between the attitude of employed and retired extension workers toward retirement and: the amount of formal education which they had achieved, their ownership or tenancy status, the features which they liked most about retirement, and their use of additional time in community activities after retirement, among others. Some of the factors to which the attitude of both employed and retired extension workers was related were: the extent to which they had planned for retirement, the types of plans made for retirement, their reason for retirement, and their attitude toward mandatory retirement age. Some of the factors to which the attitudes of employed toward retirement were related were: age at the time of the study, marital status, place of residence, and length of tenure in the Cooperative Extension Service. The attitudes of the retired, but not employed, workers toward retirement were related to: their position in the Cooperative Extension Service, and satisfaction experienced with retirement compared with expectations before retirement.

711 A STUDY OF EDUCATION FOR THE AGING IN SELECTED PUBLIC SCHOOL ADULT EDUCATION PROGRAMS IN THE UNITED STATES. Jacobs, Henry Lee. Iowa State University. 61-5578. 251 p., 1961.

This study secured detailed information concerning the types of educational programs, in the United States, which have some provision for or are directed specifically toward late middle-aged and older adults; inquired into the factors influencing the development of such programs; and analyzed and interpreted the findings. Data were collected through a questionnaire which was constructed on the basis of 34 segmented questions grouped around four areas--organization and scope, aims and objectives, program and methods, and evaluation and future plans. A national stratified, random sample of 813 public school systems was used. Total response was 76.5%. These were among the findings: many public school systems provide special educational opportunities for older adults; the majority of schools (60.8%) favored general programs of adult education, with some emphasis on aging; it was found that the preponderance of adult education enrollees fell in the late middle-aged category; there is a high correlation between participation in continuing education and the amount of schooling acquired; twenty-three and seven-tenths percent of the respondents indicated that plans for expansion of the course offerings for "senior citizens" were under consideration; and half of the respondents reporting on the length of time aging education programs have been in operation indicated the time to be under six years.

*712 A DESCRIPTION AND APPRAISAL OF CERTAIN ASPECTS OF PROGRAMS AND SERVICES IN SELECTED HOMES FOR THE AGED: A REPORT OF A TYPE C PROJECT. Moss, Ira M. Columbia University. Ed.D. 101 p., 1955.

Thirty homes for the aged were surveyed, and 15 of them were found to have facilities and services of some special interest. Information was gathered through interviews with home personnel and in some cases, with residents. Care was taken to verify the actual existence of programs mentioned. Although the 15 homes all had programs of some interest (handicraft programs, game rooms, etc.), there were a number of areas in which facilities were rarely or never available. None had other musical instruments than a piano, none had a photographic darkroom, and only one had farming plots. There was, on the other hand, a consistent availability of English teachers, even without the need for them. Custodial care is not an adequate fulfillment of the role of a home for the aged; the home must also view its responsibilities as an educational institution more seriously and provide the personnel and facilities necessary for a successful program. (Appendix includes bibliography, interest questionnaire, and promotional material.)

713 THE IDENTIFICATION OF THE NEEDS OF SENIOR CITIZENS AND AN ANALYSIS AND CRITIQUE OF SELECTED PROGRAMS DESIGNED TO MEET THESE NEEDS. Reynolds, Mildred Ray. Temple University. Ed.D. 187 p., 1957.

This study probed the physiological, psychological, and socioeconomic needs and problems of older adults; and examined Federal, state, municipal, and community organizations and agencies that foster senior citizen programs aimed at longevity problems and senior citizen needs. Areas of need were health (preventive medicine), nutrition, suitable housing and living arrangements, counseling and guidance during preretirement and retirement years, employment for financial or other reasons, leisure activities (religious, social, recreational, cultural), educational opportunity, and research. Senior citizens preferred warmer sections of the country, but employment (especially for those in financial need) outweighed climatic considerations. The needs were met to some extent in the programs analyzed, but no program met all needs adequately. Residence and nonresidence programs varied in purpose, location, function, and adequacy. Some conclusions were: (1) employment and counseling aid retirement preparation and adjustment; (2) except where financial need exists, leisure activities can satisfactorily replace employment; (3) needs are interrelated; (4) senior citizens are employable and excel in familiar work; (5) flexible retirement plans are gaining in public favor; (6) programs which provide, not only for continued satisfaction of needs, but also for the continued contribution of senior citizens to society, must be developed.

714 AGE AND VOCABULARY TEST PERFORMANCE: A QUALITATIVE ANALYSIS OF THE RESPONSES OF ADULTS. Ricks, James H. Columbia University. 97 p., 1957.

The study investigated whether and to what extent adults, as they get older, change in the way they define or identify words in a free-answer vocabulary test. It was hypothesized that older persons would give fewer synonyms and more responses of the use-and-description and inferior types than middle-aged and younger adults. The vocabulary subtest of the Wechsler Adult Intelligence Scale was given to a cross-section from different age groups. Findings were interpreted as challenging the hypothesis that the vocabulary score of an older person can be seriously regarded as reflecting performance in which little or no change has occurred since earlier adulthood. Instead, they suggest that impairment does occur but is somewhat obscured in free-answer vocabulary tests by the fact that a number of different kinds of response, some qualitatively inferior, may be scored as correct.

715 A COMPARISON OF FACTORS IN THE PERSONAL ADJUSTMENT OF OLD PEOPLE IN THE PROTESTANT CHURCH HOMES FOR THE AGED AND THE OLD PEOPLE LIVING OUTSIDE OF INSTITUTIONS. Pan, Ju-shu. University of Chicago. 234 p., 1950.

This study sought factors affecting the adjustment of older adults in institutional homes as compared with that of older people in the general population; and evaluated the effect of institutionalization on old people's scores on a special questionnaire covering activities and attitudes. Because of sample selection and bias introduced by the severe problem of nonresponse, the findings and conclusions of this study must remain tentative. However, results suggest the following: (1) the aged living alone in their own homes are better adjusted than those in a church home for the aged; (2) significant relationships exist between total activities scores and the scores for various attitude areas; (3) degrees of adjustment recorded for certain attitude and activity categories are inversely related to age; (4) persons in Protestant homes for the aged indicate more hobbies, more radio listening, more social and religious activities, fewer physical defects, lower rates of illness and neurosis, and a greater sense of economic security, than the other group.

716 CONCEPTUAL ABILITY AND THE PERCEPTION OF INTERACTION IN MOVEMENT BY ELDERLY PERSONS. Phelps, Henry Beveridge. Columbia University. 79 p., 1960.

This study explored the relationship between conceptual ability and the ability to perceive interaction between moving objects; and compared the relationship of conceptual ability and verbal ability to the perception of such an interaction. Subjects (70 men and women aged 60 to 85) were brighter than average, relatively well educated, and without noticeable age differences in conceptual ability. Four standard tests were used to measure conceptual ability; two others, to measure verbal ability. The experiment used a film containing three moving, interacting geometric figures. Test results confirmed, to differing degrees, the hypothesis that conceptual ability correlates with perception of object interaction. However, the other hypothesis (conceptual ability is significantly more related than verbal ability to the perception of interaction among objects) was not confirmed.

717 THE RELATIONSHIP OF DAY CENTER ATTENDANCE TO SEVERAL PSYCHOLOGICAL AND SOCIO-ECONOMIC CHARACTERISTICS IN A GROUP OF OLDER PERSONS IN NEW YORK CITY. Gabriele, Anthony Benedict. New York University. 116 p., 1952.

718 READING, LISTENING, AND VIEWING BEHAVIOR OF THE AGED: AN INVENTORY OF THE MASS COMMUNICATIONS HABITS AND PREFERENCES OF 200 AGED PERSONS IN OXFORD, MISSISSIPPI. Hoar, Jere Richmond. Iowa State University. 1960.

719 CHARACTERISTICS OF OLDER JOB-SEEKERS: AN ANALYSIS IN TERMS OF THEIR UNEMPLOYMENT HISTORIES. Atelsek, Frank Joseph. University of Minnesota. 234 p., 1958.

720 PSYCHOLOGICAL ATTRIBUTES OF OLD AGE AS MEASURED BY THE COPPLE SENTENCE COMPLETION TEST. Drewery, Richard Key. Vanderbilt University. 88 p., 1959.

721 PERCEPTUAL AFTER-EFFECTS, LEARNING AND MEMORY IN AN AGED GROUP. Rich, Thomas Allen. Florida University. 48 p., 1957.

722 THE RELIGIOUS EDUCATION OF OLDER PEOPLE. Maves, Paul benjamin. Drew University. 1949.

723 A STUDY OF THE LEISURE TIME INTERESTS AND ACTIVITIES OF OLD AGE ASSISTANCE RECIPIENTS IN COMMERCIAL REST HOMES IN MINNESOTA. Clifton, C. Stanley. University of Minnesota. 1951.

724 AN ANALYSIS OF THE PROBLEMS OF OLDER PEOPLE ACCORDING TO SEX, AGE, INCOME AND MARITAL STATUS. Halzel, Lawrence. Boston University. Ed.D. 59-5315. 1959.

725 A STUDY OF SATISFIED AND DISSATISFIED CHRONICALLY UNEMPLOYED MEN. Barnett, Gordon James. Columbia University. 89 p., 1959.

726 THE SOCIAL PSYCHOLOGY OF OLD AGE. McIntyre, William R. Northwestern University. 1951.

727 ISSUES IN PHYSICAL EDUCATION FOR THE AGED AND AGING. Grawunder, Ralph M. Columbia University. 1955.

728 THE EFFECT OF WORK ON THE CHRONICALLY ILL AND AGED. Zivan, Morton. New York University. 146 p., 1958.

729 AN ANALYSIS OF LEISURE TIME ACTIVITIES AND INTERESTS OF AGED RESIDENTS OF INDIANA. Ford, Phyllis Marjorie. Indiana University. 307 p., 1962.

730 THE ROLE, STATUS AND PARTICIPATION OF THE AGED IN A SMALL COMMUNITY. McCrary, Jack Smith. Washington University. 402 p., 1956.

731 AN ANALYSIS OF LEISURE TIME ACTIVITIES OF SELECTED AGED RESIDENTS OF BARTHOLOMEW COUNTY, INDIANA. MacLean, Janet R. Indiana University. 1959.

732 SOCIAL ISOLATION EXPERIENCED PRIOR TO ENTRY AS A FACTOR IN THE ADJUSTMENT OF RESIDENTS OF HOME FOR AGED. Granick, Ruth. Columbia University. 223 p., 1962.

733 CHANGES IN THE STRUCTURAL ASPECTS OF PERCEPTION IN THE AGED: AN ANALYSIS BY MEANS OF THE RORSCHACH TEST. Rockwarg, Herman. Michigan State University. 90 p., 1954.

734 ADJUSTMENT OF RETIRED RAILROADERS: A STUDY OF OCCUPATIONAL RETIREMENT. Tomlin, John William. Maryland University. 139 p., 1958.

735 A SURVEY OF OPINIONS ON RETIREMENT OF A SELECTED GROUP OF RETIRED TEACHERS. Boyer, Donald N. Columbia University. 1961.

736 RESPONSE SETS AS INDICATORS OF SENESCENCE AND OF PSYCHOPATHOLOGY IN OLD AGE. Boozer, D. Geraldine. 132 p., 1961.

737 OLD AGE: A STUDY OF CHANGE IN STATUS. Blau, Zena Smith. Columbia University. 181 p., 1957.

738 A DENOMINATIONAL PROGRAM FOR THE AGING. White, Claude W. South-Western Baptist Theological Seminary. 1956.

739 ELECTROCOTICAL RE-ACTIVITY IN YOUNG AND AGED ADULTS. Wilson, Stuart Joseph. George Peabody College for Teachers. 62-5691. 1962.

739A THE RELATION OF PRE- AND POST-RETIREMENT INFORMATION TO POST-RETIREMENT ADJUSTMENT. Eger, Lawrence Marquette. Purdue University. 96 p., 1955.

See also: 1200 Age difference

4650 Sex Differences

740 A FACTOR ANALYTIC STUDY OF ITEMS FROM FIVE MASCULINITY-FEMINITY TESTS. Engel, Ilona Maria. Michigan State University. 144 p., 1962.

741 SEX DIFFERENCES IN INTELLIGENCE: THE RELATIONSHIP OF SEX TO INTELLIGENCE AS MEASURED BY THE WECHSLER ADULT INTELLIGENCE SCALE AND THE WESCHLER INTELLIGENCE SCALE FOR CHILDREN. Miele, John Anthony. New York University. 58-2129. 1959.

742 A STUDY OF FACTORS ASSOCIATED WITH MALE-FEMALE DIFFERENTIALS IN MORTALITY. Enterline, Philip E. American University. 212 p., 1960.

743 RELATIONSHIP BETWEEN PERSONALITY NEEDS OF MEN AND WOMEN AND OCCUPATIONAL CHOICE. Mishkin, Rosalie. Columbia University. Ed.D. 1959.

4655 Education of Women

744 A FACTORIAL ANALYSIS OF THE VOCATIONAL INTERESTS OF TWO HUNDRED ADULT FEMALE STUDENTS. Arns, Josephine. Temple University. Ed.D. 58-1972. 98 p., 1958.

Vocational interest factors were identified and measured by an estimate of factor loadings on individual inventory items of the Temple Vocational Inventory. The first part of research was the development of a new vocational interest inventory based on job titles and action-verb phrases contained in job definitions in the Dictionary of Occupational Titles. Personality items from inventories developed by Guilford and Martin, and Guilford and Zimmerman, and environmental and associational items developed by Miner, were included. Two hundred women students in Temple University evening and day classes, 145 vocationally experienced and 55 inexperienced, responded to the 300 items on the inventory. The age range was from 20 to over 50 years, with a slight majority of women in the 20-29 years age group. Seven basic interest factors were identified in this order--clerical, agriculture-outdoor, technical, proffessional service, aesthetic, personal service, and health service. The 300 items in the inventory were reduced to 93 on the basis of their not having significant loadings on any of the factors.

745 A STUDY OF MARRIED WOMEN STUDENTS AT INDIANA STATE TEACHERS COLLEGE, 1958-1959. Lee Anne Marold. Indiana University. Ed.D. 173 p., 1959.

This study compared married woman student enrollments at Indiana State Teachers College with those at similar institutions and across the nation; and determined the status of the married women students with respect to problems encountered, academic achievement compared to single women students, and the attitude of their families and friends toward their dual role as homemaker and student. Some important findings and conclusions were: (1) the proportion of married women students was higher at Indiana State Teachers College than at comparable state-supported institutions; (2) the percentage of women students who were married rose with age, but the greatest number were under 25; (3) married and single women students did not differ significantly in academic achievement; (4) time pressures were the chief problem, especially for part-time students; (5) families (especially husbands, mothers, and fathers) and friends generally held favorable attitudes. Recommendations were made for child care facilities, more flexible college programs, more and better married student housing, couseling geared to long-range as well as short-range goals, separate statistical reporting on women students, and studies on how to motivate women to accept realistic goals and complete college before marriage.

*746 THE COMPARATIVE ACADEMIC ACHIEVEMENT OF WOMEN FORTY YEARS OF AGE AND OVER AND WOMEN EIGHTEEN TO TWENTY-FIVE YEARS OF AGE. Halfter, Irma T. Chicago University. 8060. 289 p., 1961.

This study sought to demonstrate that, even after long absence from formal study, some older learners (209 women 40 and older at two universities) can achieve at least as well as young learners (women aged 18-25) in the same vocational and cultural undergraduate college credit degree courses. These were among the major findings: (1) older women showed overall performance superior to that of younger women except for mathematics and natural sciences courses at one of the universities; (2) older women with average and above average high school achievement were similarly average and above average in their undergraduate courses; (3) older women with above average high school records contributed disproportionately to superior performance within their age bracket, and surpassed younger women of similar background; (4) older women with average high school records performed slightly better than younger women.

*747 IMPLICATIONS OF CHARACTERISTICS AND ATTITUDES OF FARM AND VILLAGE WOMEN FOR HOME ECONOMICS EXTENSION PROGRAMS. Lawrence Roger Lee. Iowa State College. 58-3004. 210 p., 1958.

The purpose of the study was to examine characteristics and attitudes of farm and village women and to study the implications of these characteristics and attitudes on the administration of home economics extension program. The data were gathered from 147 women who were heads of households who resided on farms and 111 women who were heads of households who lived in the village center in the Collins, Iowa community. The village women were found to be older than the farm women, more of them worked outside the home for pay, they placed greater importance upon a college education, for their children, and they had more of a problem with money management than did the farm women. The most striking differences between the two groups of women were in their knowledge and use of the extension service. MOre of the farm women recognized the extension service as a source of information; they knew about the service, had received more help from it, and had had more kinds of contacts with the service than had the village women. No differences were found between the two groups in their educational level, the degree of importance placed on 10 values and 19 homemaking problems, their current use of recommended practices, their use of television as a source of homemaking information, their reaction to the community and most of their ideas regarding the kinds of help desired from the extension service.

748 AN ANALYTIC STUDY OF CERTAIN MOTIVES AND NEEDS OF PROSPECTIVE WOMEN TEACHERS. Scott, Mary Hughie. University of Georgia. Ed.D. 60-6591. 359 p., 1960.

Relationships were explored between the motives and psychological needs of prospective women teachers and the following personal characteristics: marital status, age, college class standing, college academic average, number of siblings, order of birth in family, parental educational levels, father's occupation, place of residence during high school, the major reason for attending college, and the number of years the teacher candidate plans to teach. Responses were also analyzed by specific areas of teaching (lower elementary, upper elementary, general secondary, etc.). In general, the desirable professional characteristics of prospective teachers were positively related to the social acceptability rank (SAR) of their expressed motives for choosing the teaching profession. It was also concluded that teacher trainees reporting nonprofessional reasons for entering college are likely to have inferior academic records and to express teacher-training motives having a relatively low SAR. Findings on expressed motives and professional characteristics were expected to have important implications for selective recruitment and guidance of teacher candidates. Moreover, differences among specific areas of teaching with regard to social acceptability of motives, relative influence of particular motives, and psychological needs, were of sufficient importance to justify further research.

749 A STUDY OF THE CORRELATES OF UPWARD SOCIAL MOBILITY AMONG UNMARRIED CAREER WOMEN. Ellis, Evelyn Elizabeth. Ohio State University. 90 p., 1951.

750 A STUDY OF THE PROBLEMS OF THE 652 GAINFULLY EMPLOYED MARRIED WOMEN HOMEMAKERS. Lafollette, Cecile T. Columbia University. 1934.

751 EDITH STEIN AND THE EDUCATION OF WOMEN: AUGUSTINIAN THEMES. Madden, Sister Anselm Mary. St. Louis University. 252 p., 1962.

752 THE PERSONALITY AND ADJUSTMENT CHARACTERISTICS OF FEMALES IN VARIOUS OCCUPATIONAL GROUPS. Coe, Robert Stanford. University of Houston. 114 p., 1957.

753 A STUDY OF DEVIANT SEXUAL-OCCUPATIONAL CHOICE BY TWENTY NEW YORK

WOMEN. Greenwald, Harold. Columbia University. 127 p., 1956.

754 A STUDY OF THE FLEXIBILITY OF SELECTED JOINTS IN SPECIFIED GROUPS OF ADULT FEMALES. Jervey, Annie Arden. University of Michigan. 61-6371. 1961.

755 LABOR FORCE BEHAVIOR: A CASE STUDY OF MARRIED WOMEN. Keig, Norman Guthrie. Ohio State University. 251 p., 1961.

756 A FACTORIAL ANALYSIS OF THE "BASIC INTEREST PATTERNS OF TWO HUNDRED WOMEN COLLEGE STUDENTS IN VARIOUS CURRICULAR GROUPS." Montague, Anita C. Temple University. 119 p., 1960.

757 PROBLEMS OF EMPLOYED WOMEN IN CERTAIN PROFESSIONAL GROUPS IN THE PHILIPPINES AND THEIR EDUCATION IMPLICATIONS. Perez, Presentacion T. University of Minnesota. 318 p., 1955.

758 A STUDY OF WOMEN IN OFFICE MANAGEMENT POSITIONS WITH IMPLICATIONS FOR BUSINESS EDUCATION. Rusher, Elfreda Maxine. Ohio State University. 183 p., 1957.

759 CATHOLIC VIEWPOINTS ABOUT THE PSYCHOLOGY, SOCIAL ROLE, AND HIGHER EDUCATION OF WOMEN. Smith, Sister M. Leonita. Ohio State University. 227 p., 1961.

760 EDUCATION FOR LADIES, 1830-1960: IDEAS ON EDUCATION IN MAGAZINES FOR WOMEN. Thompson, Eleanor. Columbia University. 1947.

761 EDUCATION OF WOMEN FOR ENGINEERING IN THE UNITED STATES, 1885-1952. Turner, Edna May. New York University. 218 p., 1954.

762 A RECOMMENDED PROGRAM OF TRAINING FOR NORTHERN BAPTIST WOMEN LAY LEADERS. Jones, Irene A. University of Pennsylvania. 1947.

763 THE ROLE OF THE WORKING WIFE IN CATHOLIC FAMILIES. Heer, David M. Harvard University. 1958.

764 THE EFFECTS OF FIVE DIFFERENT PHYSICAL EXERCISE PROGRAMS ON THE BLOOD SERUS CHOLESTERAL OF ADULT WOMEN. Metivier, Joseph Guy. University of Illinois. 61-171. 1960.

765 AN EVALUATION OF THE PHYSICAL EDUCATION PROGRAM FOR ITS EDUCATIVE POTENTIAL FOR DEMOCRATIC LEADERSHIP DEVELOPMENT IN COLLEGE WOMEN. Turner, Margery Jean. New York University. Ed.D. 58-604. 1957.

766 AN ANALYSIS OF INTEREST PATTERNS AND PSYCHOLOGICAL NEED STRUCTURES RELATED TO L-I-D RESPONSE PATTERNS ON THE STRONG VOCATIONAL INTEREST BLANK FOR WOMEN. Wegner, Kenneth Walter. Kansas University. Ed.D. 207 p., 1961.

767 VOCATIONAL INTEREST PATTERNS: A DEVELOPMENTAL STUDY OF A GROUP OF COLLEGE WOMEN. Wightwick, Mary I. Columbia University. 231 p., 1943.

Related: 7000 Home, Management, Consumer Education;
7020 Family, Parent Education.

4690 Veterans

768 A FOLLOW-UP STUDY OF THE EDUCATIONAL AND VOCATIONAL ADJUSTMENT OF A SELECTED GROUPS OF VETERANS WHO MADE UNSATISFACTORY PROGRESS IN THEIR UNITIAL PROGRAMS UNDER PUBLIC LAW 550. Knudsen, Leslie Donald. Northwestern University. 19,570. 314 p., 1956.

The problem was to determine the educational and vocational adjustment attained by veterans in unsatisfactory progress status who requested approval to enter second training programs under Public Law 550, and to investigate the relationship of certain factors to the veterans' satisfactory achievement or failure in training programs. The opinions of 54 veterans concerning their schooling and employment, reasons for unsatisfactory and satisfactory achievement, and opinions of required counseling, were secured by personal interviews at an average of 12 months from the date they initiated counseling. Other data were obtained from Veterans Administration records and schools. Each veteran was rated as to his adjustment in relation to his educational or vocational goals, declared prior to counseling, during counseling, and at the time of the follow-up interview. Multiple criteria were used by the investigator and two independent judges to rate the adjustment status of each veteran. The relationship of selected factors to satisfactory and unsatisfactory achievement ratings was studied by using the techniques of chi-square and the reliability of the difference between means. An analysis of the results obtained in the study appeared to warrant the following conclusions: 1. Failure in initial training programs taken under Public Law 550 was not repeated by the majority of the veterans who entered second programs. 2. The educational adjustment and vocational adjustment of the veterans were relatively high at the time they were dropped from their first programs for failure.

3. Of the factors studied in relation to achievement ratings, time devoted to study outside of class appeared to be the most significant in differentiating between veterans rated as making satisfactory achievement and those rated as not making satisfactory achievement at the college level.

769 FACTORS RELATED TO THE SUCCESS OF DISABLED VETERANS OF WORLD WAR II IN THE REHABILITATION TRAINING PROGRAM APPROVED FOR MECHANICS AND REPAIRMEN, MOTOR VEHICLE. Johnson, Ralph Haakon. University of Minnesota. 296 p., 1955.

This study investigated whether certain background and psychometric data on 494 male, white, disabled World War II veterans during counseling were related to successful completion of a 48-month VA-approved apprenticeship course for motor vehicle mechanics. Another group of 258 trainees entered a combination training program, a regular 18-month trade-school course followed by 30 months of on-the-job training. Employment status, occupational choice, and disability category bore a consistent, significant relationship to success for both groups of trainees. Educational level and occupation differentiated between successful and unsuccessful trainees in the combination group. Age, marital status, last job held, and rural or urban status differentiated betweeen successful and unsuccessful apprenticeship trainees. Results on the Pd, Pt, and Sc scales of the Minnesota Multiphasic Personality Inventory were significantly related to success for both groups, but all other psychometric test results were inconclusive. Some major conclusions were: (1) attitudes and emotional stability are important indicators in predicting such things as the likelihood of successful completion of training by neuropsychiatrically disabled veterans; (2) interrelationships between certain background factors suggest the presence of two underlying traints designated as "resourcefulness" and "maturity".

770 THE PERSONAL-SOCIAL, EDUCATIONAL AND VOCATIONAL ADJUSTMENT OF BLINDED VETERANS OF WORLD WAR II. Kaufman, Max Charles. New York University. 196 p., 1954.

In an effort to appraise the personal, social, educational, and vocational adjustment of World War II blinded veterans in greater New York City who are entitled to vocational rehabilitation training, this study compared veterans who received such training and those who were not. Personal interviews, personality inventories, and rating scales were given to trained and untrained subjects matched for age, intelligence, degree of blindness, preservice educational and occupational levels, and completion of a blind readjustment program. On the Bell Adjustment Inventory, untrained veterans were better adjusted emotionally than trained veterans. Similarly, personal interviews and case records indicated that untrained veterans were generally better adjusted personally, socially educationally, and vocationally than trained veterans. (A larger sample using more judges and more projective measures would probably provide more useful results.) Recommendations were made for better use of preventive psychotherapy and social work to aid blinded veterans and their families; an adequate number and variety of jobs at all skill levels; and state laws to facilitate access by blinded veterans to trade schoold and to employment.

771 PATTERNS OF FACTORS RELATED TO THE VOCATIONAL REHABILITATION OF VETERANS WHOSE SERVICE-CONNECTED DISABILITY IS SCHIZOPHRENIA. Martin, Wilfred W. University of Southern California. 1958.

772 A FOLLOW-UP STUDY OF ONE HUNDRED VETERANS WHO WERE COUNSELED AT THE CITY COLLEGE VOCATIONAL ADVISEMENT UNIT. Condon, Margaret E. Ed.D. 217 p., 1946.

773 CERTAIN VARIABLES AND THEIR IMPLICATIONS IN THE VOCATIONAL REHABILITATION TRAINING OF VETERAN TRAINEES. Mathews, Quinten Snow. North Texas State University. 1958.

774 CERTAIN PERSONALITY VARIABLES RELATED TO SUCCESS IN VETERANS' REHABILITATION TRAINING IN CLERICAL OCCUPATIONS. Matthews, Romine Ellwood. University of Minnesota. 160 p., 1960.

775 AN EVALUATION OF COUNSELING AND EMPLOYMENT ACTIVITIES OF DISABLED NEGRO VETERANS. Franklin, George William. Purdue University. 108 p., 1955.

776 DETERMINATION OF THE PREDICTIVE RELATIONSHIP OF SELECTED FACTORS TO THE SCHOLASTIC ACHIEVEMENT OF 456 VETERANS WITH SERVICE-CONNECTED DISABILITIES. Campbell, Jesse Frank. Michigan University. Ed.D. 157 p., 1952.

777 A STUDY OF COUNSELING VARIABLES DIFFERENTIATING REHABILITATED AND DISCONTINUED PUBLIC LAW 16 VETERANS. Bos, Robert K. University of Southern California. 1958.

778 PERTINENT FACTORS IN DETERMINING THE ADJUSTMENT OF ADVISEES OF A UNIVERSITY VETERANS ADMINISTRATION GUIDANCE CENTER. Blank, Howard Demey. University of Pittsburgh. 1953.

4750 Disadvantaged Groups - Minority

779 ETHNIC MEMBERSHIP IN COMMUNITY ORGANIZATIONS OF AN OHIO STEEL TOWN: A STUDY OF THE RATE OF SOCIAL ASSIMILATION. Gregg, Catherine Esther. Columbia University. 339 p., 1954.

780 ADULT EDUCATION FOR RACE RELATIONS. Simmons, Andrew St. John. Columbia University. Ed.D. 1949.

781 THE REHABILITATION OF POTENTIALLY EMPLOYABLE HOMEBOUND ADULTS: A RESEARCH PROJECT UNDERTAKEN JOINTLY WITH THE NEW YORK STATE DIVISION OF VOCATIONAL REHABILITATION AND THE NEW YORK UNIVERSITY - BELLEVUE HOSPITAL REHABILITATION SERVICE. Stein, Leo Len. New York University. 17676. 1956.

See also: 5230 Adult basic education

4760 Poor

782 AN ANALYSIS OF THE PERSONALITY STRESSES OF NEGRO AMERICANS AND THEIR IMPLICATIONS FOR EDUCATION. Roussève, Ronald J. University of Notre Dame. 286 p., 1958.

This interdisciplinary study analyzed the unique adjustment difficulties faced by American Negroes as seen in the light of contemporary social and psychological theory, then evaluated the educational implications of these stresses. Negro self-esteem suffers because Negroes are constantly receiving unpleasant images of themselves from the behavior of whites. Color valuations and high visibility, the notion of inferiority and related stereotypes, and the inadequate treatment of Negro contributions to American life and history, are especially deleterious to Negro self-esteem. Educators must affirm the central place that human relations deserve in a modern philosophy of education for a democratic society. They should recognize the crucial significance of an individual's self-image represents an important principle on which to base needed educational changes. There must be prudent selection of unbiased curriculum materials at all levels of formal education. Moreover, various instructional and administrative plans which tend to set up divisive sociocultural groups within schools or to reinforce traditional power relationships between blacks and whites, will jeopardize intergroup harmony and scholastic efficiency. Other conclusions pertain to motivation, teacher selection and training, and effective democratic procedures in school situations.

783 A STUDY OF ANOMIE AMONG LOWER CLASS NEGRO MIGRANTS. McQueen, Albert James. Michigan University. 215 p., 1959.

4800 Negro

*784 AN ANALYSIS OF SELECTED SOCIO-ECONOMIC STATUS DATA FOR THE PURPOSE OF DETERMINING THE CONTENT OF THE CONDITIONS UNDER WHICH A PROGRAM OF EDUCATION MAY BE CARRIED ON BY AND FOR NEGRO ADULTS OF CHESTERFIELD COUNTY, VIRGINIA. Harris, Albert Terry. Michigan University. A48-153. 240 p., 1948.

An analysis of selected socio-economic data was made to determine the content of the conditions under which a program of education may be carried on by and for the Negro adults of Chesterfield County, Virginia. The heads of 250 Negro families, a 25 percent sample of the population under consideration, were interviewed. More than 75 major findings supported the need for: formal education, instruction in occupational adjustment and in the repairs of houses, health and consumers' education, recreational and leadership training, and education for developing the recognition of the importance of making available to all citizens the human and material resources of the community. The results also suggested that the following were some of the conditions that should be respected in setting up a program of education for the Negro adults of Chesterfield County: (1) the high percentage of home ownership and stability of residence justified long-term planning for adult education; (2) the high rate of illiteracy and low educational level indicated a need for face-to-face contacts as a means of communication; and (3) because young adults participated in organizations less frequently and had a higher level of educational achievement than their elders, special measures should be taken to secure their involvement in the adult education programs.

785 PATTERNS OF LEADERSHIP IN RACE RELATIONS: A STUDY OF LEADERSHIP AMONG NEGRO AMERICANS. Lee, Carleton Lafayette. University of Chicago. 355 p., 1951.

After a background review of leadership situations under slavery and the post-Civil War genesis of the Negro American community, the author analyzed initial patterns of leadership by personal ascendancy as exemplified by the writer and abolitionist Frederick Douglass and the educator Booker T. Washington, and through the social protest movement of W.E.B. DuBois. Major Negro migrations since before the Civil War were touched upon, followed by accounts of the leadership role of the Negro press, and of the function of literature as a medium of protest in the writings of such authors as Richard Wright and Langston Hughes. Finally, leadership patterns in religion, politics, and other institutions were examined, with particular attention to the labor leadership and race relations work of A. Philip Randolph. A central proposition emerged from the study: The Negro American community is being transformed from a Southern folk society with a deeply rooted religious orientation, to a highly volatile urban, secular complex; and leadership through personal ascendancy is giving way to an emerging functional or more highly specialized leadership.

786 THE HISTORY OF HIGHER EDUCATION FOR NEGROES IN TEXAS 1930-1955 WITH PARTICULAR REFERENCE TO TEXAS SOUTHERN UNIVERSITY. Lanier, Raphael O'Hara. New York University. Ed.D. 58-634. 1957.

787 A PLAN TO BROADEN GUIDANCE FACILITIES FOR NEGRO ADULTS THROUGH THE ESTABLISHMENT OF CHURCH-AFFILIATED CENTERS IN THE CITY OF NEW ORLEANS. Floyd, Raymond Bertrand. Columbia University. Ed.D. 1959.

788 THE NEGRO WOMAN: HER ROLE AS PARTICIPANT IN VOLUNTEER COMMUNITY ACTIVITIES IN WESTCHESTER COMMUNITIES. Gardner, Mary Ellan Bass. Ed.D. 196 p., 1961.

789 A STUDY OF CHANNELS OF COMMUNICATION USED BY ONE HUNDRED NEGROES IN BATON ROUGE, LOUISIANA. Tewell, Fred. Louisiana State University. 252 p., 1956.

790 THE THOUGHT OF NEGRO EDUCATORS IN NEGRO HIGHER EDUCATION, 1900-1950. Pfanner, Daniel J. Columbia University. 1958.

791 OCCUPATIONAL OPPORTUNITIES IN AGRICULTURAL AND RELATED FIELDS AND THEIR IMPLICATIONS FOR AGRICULTURAL EDUCATION OF NEGRO STUDENTS. Morrison, Richard D. Michigan State University. 249 p., 1954.

792 GOALS AND TECHNIQUES IN THREE NEGRO CIVIL-RIGHTS ORGANIZATIONS IN ALABAMA. Clarke, Jacquelyne Mary Johnson. Ohio State University. 186 p., 1960.

4850 American Indians

*793 A SURVEY AND ANALYSIS OF NATIVE ALASKAN ADULT EDUCATION PROGRAMS. Milne, James D. Michigan State University. 63-3734. 156 p., 1962.

In an attempt to learn (1) the degree of assimilation of the Alaskan

-279

native into our culture, (2) the extent the adult education program played in this assimilation, and (3) the part that socioeconomic factors played in the evaluation of the Alaskan native, the 23 directors of adult education programs in Alaska were questioned about their duties, qualifications, administrative and social interrelationships, philosophy toward the native, and program goals. All respondents had taught in Indian schools but none could speak a native language. Evaluation of the native was a primary goal of adult education. The Alaskan natives, whose culture is not being preserved but is being rapidly assimilated, could be divided into three groups according to their acceptance of the White Man's culture--conformist, nonconformist, and undecided. The conformist native participated in adult education and the courses were designed for him. Most educators felt that the nonconformist native was a lost cause and little was done to entice him into school. The undecided native was being encouraged to attend school by social and economic means. Further studies of the social and economic problems of Alaska and the definition of desirable goals of education for native youth and adults are needed.

4870 Migrant Workers

794 VOCATIONAL NEEDS OF THE PUERTO RICAN MIGRANT IN NEW YORK CITY. Arreche, Paquita R. Fordham University. 1946.

795 SOME PERSONALITY ADJUSTMENT DIFFERENCES OF RURAL NONMIGRANTS AND MIGRANTS. Martinson, Floyd M. University of Minnesota. 77 p., 1953.

5000 Mentally Disabled

796 A STUDY OF CONCEPT FORMATION IN BRAIN-DAMAGED ADULTS, MENTAL DEFECTIVES, AND NORMALS OF DIFFERENT LEVELS. Zaslow, Robert William. University of California (Los Angeles). 265 p., 1957.

The author sought to (1) determine the ability of normal children at different ages to form an abstract concept which requires the recognition of a continuum; (2) learn at what age this ability emerges; (3) compare the abstract and concrete modes of concept formation found in normal children, mentally retarded children, and brain-damaged adults; (4) define operationally Goldstein's abstract/concrete dichotomy as a quantifiable variable; (5) measure rigidity in concept formation; and (6) evaluate the feasibility of using objective scoring methods as a first step in developing norms for possible standardization. Subjects were college students, normal

280

children and youth (grades 2-3, grades 7-8, high school), and brain-injured adult paretics. Some major findings were: (1) ability to think abstractly in terms of a continuum is associated with age level in normal subjects, and with intelligence and mental age more than with chronological age; (2) the paretics could not grasp the continuum principle, and performed on the lowest conceptual level; (3) retarded children showed a great deal of dichotomous thinking in failing to recognize the middle area of the continuum; (4) objective experimental scoring methods showed definite value in separating the highest concept-level performance from intermediate and primitive conceptualization.

797 THE THERAPEUTIC FAMILY: A FAMILY LIFE APPROACH TO THE TREATMENT OF EMOTIONAL DISTURBANCES. Kronhausen, Phyllis Carmen. Columbia University. Ed.D. 1958.

798 ADJUNCTIVE THERAPY PROGRAMS AND BEHAVIOR CHANGES IN CHRONIC SCHIZOPHRENIC PATIENTS: AN EVALUATION OF BEHAVIOR CHANGES RESULTING FROM ATTENTION DIRECTION IN ADJUNCTIVE THERAPY PROGRAMS. Ryan, Thomas J. New York University. 173 p., 1956.

799 A COMPARISON OF MEMORY AND LEARNING ABILITY WITH SOCIAL COMPETENCE AND SOCIAL PARTICIPATION IN AGED SENILE DEMENTS IN A MENTAL INSTITUTION. Santos, Bertha. New York University. 1959.

800 A STUDY OF MICROGENESIS OF PERCEPTS IN BRAIN-INJURED AND NORMAL ADULTS. Springer, Kayla Jaffe. Clark University. 59-6195. 1959.

801 ASPECTS OF REGRESSION AND THEIR RELATIONSHIP TO EMPATHY: AN INVESTIGATION INTO CONDITIONS OF PERSONALITY ORGANIZATION RELATED TO EMPATHIC ABILITY AMONG NORMAL AND SCHIZOPHRENIC ADULTS. Steingart, Irving. New York University. 59-2091. 1959.

802 AN INVESTIGATION OF DIFFERENCES BETWEEN NORMAL AND NEUROTIC ADULTS. Hover, Gerald Leslie. Michigan University. 129 p., 1951.

803 THE RE-EDUCATION OF APHASIC ADULTS. Wepman, Joseph M. Chicago University. 1948.

804 PERCEPTION OF AMBIGUOUS STIMULI IN MOTION: A COMPARISON OF SCHIZOPHRENIC AND NORMAL ADULTS WITH NORMAL CHILDREN. Loeffler, Frank Joseph, Jr. Louisiana State University. 12523. 1955.

805 FACTORS ASSOCIATED WITH VOCATIONAL REHABILITATION OF WORLD WAR II VETERANS DISABLED BY SCHIZOPHRENIA. Wright, Henry Wilkes. University of Minnesota. 138 p., 1960.

806 CHANGES IN BEHAVIOR AND PERSONALITY FOLLOWING USE OF AY-55074: AN INVESTIGATION OF THE EFFECTS OF A NEW DRUG ON THE BEHAVIOR AND PERSONALITY OF ADULT HOSPITALIZED PSYCHIATRIC PATIENTS. Wolfson, William. New York University. 58-671. 1957.

5025 Physically Disabled

807 AN INVESTIGATION OF PROBLEMS PRESENTED BY PHYSICALLY HANDICAPPED ADULTS. Wright, George Nelson. Purdue University. 164 p., 1959.

Using random samples of physically disabled but sighted clients of the Indiana Vocational Rehabilitation Division, this study gathered information on problems which the disabled attribute to their impairment. The author collected a comprehensive list of the general problems of physical disability, determined the incidence of such problems within the sample, developed a measurement instrument of 280 items, and sought relationships between a series of personal variables and specific kinds of problems (personal, family, social, vocational). The following general relationships were indicated: (1) client sex to vocational problems; (2) marital status to family and vocational problems; (3) educational level with personal, family, social, and vocational problems; (4) age with family and vocational problems; (5) duration of disability to family, social, and vocational problems; (6) presence of a second disability to personal, family, social, and vocational problems; (7) type of disability to personal, family, social, and vocational problems; (8) income source to personal, family, social, and vocational problems; (9) socioeconomic level to vocational problems; (10) urban versus rural residency to personal and vocational problems; (11) duration of rehabilitative services to vocational problems; (12) status (type of rehabilitative service) to personal, family, and vocational problems; (13) rehabilitation counselor to family, social, and vocational problems. Types of problems were not related to religious affiliation or to origin of the disability.

808 CLINICAL USE OF THE SOUND TEST WITH BLIND ADULTS. Palacios, May Husni. Purdue University. 59-4171. 1959.

809 AN EXPERIMENTAL INVESTIGATION OF SOME EFFECTS ON STUTTERERS OF PACATAL-AIDED GROUP PSYCHOTHERAPY: A COMPARISON OF THE EFFECTS ON MALE ADULTS STUTTERERS OF GROUP PSYCHOTHERAPY WITH AND WITHOUT THE

TRANQUILIZER PACATAL AS AN ADJUVANT. Rosenberg, Israel Henry. New York University. 61-347. 1960.

810 A STUDY OF THE EDUCATION OF THE YOUNG AND ADULT BLIND IN ARKANSAS WITH RECOMMENDATIONS FOR AN IMPROVED PROGRAM. Riley, Bob Cowley. University of Arkansas. Ed.D. 21956. 1957.

811 LEARNING AND LANGUAGE IN APHASIC PATIENTS. Katz, Leo. Columbia University. 96 p., 1955.

812 SOME AFFECTIVE OUTCOMES ACCOMPANYING A CAMPING EXPERIENCE OF PHYSICALLY HANDICAPPED ADULTS. Stein, Thomas Adolph. University of Wisconsin. 62-3993. 1962.

813 THE DEVELOPMENT OF A NON-VERBAL TACTUAL INTELLIGENCE SCALE FOR THE ADULT BLIND. Jones, Walter R. Purdue University. 60-4180. 1960.

814 THE PERSONALITY OF SOCIALLY WELL ADJUSTED ADULT DEAF AS REVEALED BY PROJECTIVE TESTS. Neyhus, Arthur Irvin. Northwestern University. 63-1326. 1962.

815 THE PERSONALITY OF THE PSYCHOGENIC HARD OF HEARING ADULT: A COMPARATIVE STUDY OF THE PERSONALITY CHARACTERISTICS OF PSYCHOGENIC HARD OF HEARING ADULTS THROUGH THE MEDIA OF OBJECTIVE AND PROJECTIVE PSYCHOLOGICAL PROCEDURES. Slote, Walter Harold. New York University. 294 p., 1951.

816 THE AMERICAN WAR-BLIND AS AIDED BY THE FEDERAL GOVERNMENT. Twersky, Jacob. New York University. 1947.

817 THE CORRELATES OF VISION LOSS IN THE ADULT BLIND. Teare, Robert John. Purdue University. 60-6135. 1960.

818 THE DEVELOPMENT OF A RECONSTRUCTION-FORM TACTUAL TEST FOR USE WITH THE ADULT BLIND. Gruber, Alin. Purdue University. 59-4145. 1959.

819 THE COMPARATIVE PERFORMANCE OF HANDICAPPED INDIVIDUALS WHO SEEK AGRICULTURAL WORK AS A JOB, A VOCATION, OR A THERAPEUTIC DEVICE. Fraenkel, William A. New York University. 308 p., 1955.

820 A COMPARATIVE STUDY OF THE AUDITORY THRESHOLDS OF SPASTIC CEREBRAL PALSIED ADULTS AND NON-HANDICAPPED ADULTS AS MEASURED BY STANDARD

AUDIOMETRIC AND PSYCHOGALVANIC SKIN RESISTANCE PROCEDURES. Koch, Albert W. Boston University. 19670. 1956.

821 A STUDY OF AN ASPECT OF CONCEPT FORMATION IN BRAIN-DAMAGED ADULTS WITH APHASIA. Bressler, Mildred Bloom. New York University. 15562. 1955.

822 THE EFFECTIVENESS OF A MEDICAL CONTROL, WORK TRAINING, EMPLOYMENT AND PLACEMENT FOR EPILEPTIC ADULTS. Wolfson, Robert G. Arizona State University. Ed.D. 61-2897. 1960.

5050 Behavior Disorder -- Drugs

823 DIFFERENCES IN SELF-PERCEPTION AMONG PHYSICALLY DEPENDENT DRUG ADDICTS, ALCOHOL ADDICTS, AND CONTROLS. Cooper, Morton. American University. 111 p., 1958.

5060 Correctional Ed. - inmate

824 DIFFERENCES BETWEEN TWO GROUPS OF ADULT CRIMINALS. Tolman, Ruth Sherman. California University. 156 p., 1938.

Fifty male criminals whose records showed at least three prior offenses were compared with 50 first offenders to whom probation was granted. All were white, between twenty and forty years of age, and guilty of crimes committed against property. Analysis was based on responses given during a psychological interview and classified or "rated", quantitatively, as expressing attitudes on fifteen items. Some significant differences were found. These differences indicated in the repeating criminals greater political insurgency, stronger feelings of grievance, more antagonism toward authority, stronger hostility toward the father, greater reserve with both mother and father, and lack of integration with their ideal to a greater degree. No significant differences emerged in their degree of dissatisfaction with community or work, in tendencies to avoid groups or individuals, in antagonism toward mother, wife, or children, in intelligence, or in difference scores on the Self-Ordinary-Ideal test. On the osciological items considered, significant differences between the two groups appeared in the frequency with which parental friction was reported, in certain indices of economic status, and in the frequency with which they voted. All differences, even when small, were consistent in trend and were in the "expected" direction. Both groups showed wide dispersion.

825 THE EFFECT OF DIFFERENTIAL TREATMENT ON ATTITUDES, PERSONALITY TRAITS, AND BEHAVIOR OF ADULT PAROLEES. Forman, Bernard. Southern California University. 60-4461. 192 p., 1960.

The central concern of the study was with the problem of changing attitudes of nonconformity and deviant personality traits, since it has been frequently assumed by practitioners in the field of probation and parole that these aspects of personality are closely related to delinquent and criminal conduct. The research samples were composed of fifty randomly selected parolees who were subjects of the experimental program and fifty randomly chosen parolees who were supervised in conventional ways. These were men between the ages of 21 and 60 who were neither chronically infirm, psychotic, mentally defective nor handicapped by extreme difficulty with the English language. All had served prison terms in one or several of the California state prisons. During the study period the experimental group was subjected to a specialized treatment program which was withheld from the control group. Results of the study indicated improvement in attitudes of social nonconformity and deviant personality traits for the experimental group and lack of improvement for the control group when common statistical tests of significance of difference were applied. In addition, the experimental group committed significantly fewer offenses, and the nature of these offenses was less serious than those committed by the control subjects. Finally, changes in deviant personality traits for the entire research group were associated with the degree of antisocial conduct on parole, but changes in attitudes of social nonconformity were not so related.

826 A COMPARATIVE STUDY OF THREE METHODS OF EFFECTING ATTITUDE CHANGE. Silber, Mark Bischoff. The Ohio State University. 439 p., 1961.

The pyramid method, the small-group interaction method, and the formal lecture method were compared as to effectiveness in changing the attitudes of prisoners in the Ohio Penitentiary prison school. A "Handbook of Social Values" was developed as the core for an eight-week training course. Dependent variables consisted of changes on the Social Values Information Test and on six attitude factors of the Moral Scale of Values. Five of these variables changed significantly. Small-group interaction was most effective--and the lecture method least effective--in bringing about change. More than 100 intercorrelations held significant predictor value for the construction of screening criteria. Ten psychological characteristics (temperament survey and personal profile scores) and five items of background data differentiated those persons amenable to attitude change. It was suggested that the three methods be evaluated in different age groups of prisoners to determine the relative effectiveness of the methods, and that these rehabilitative methods be tried in predelinquent populations to note their possible deterrent effect on criminal behavior.

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827 THE CONTRIBUTION OF PROBATION SUPERVISION TOWARD THE MODIFICATION OF CERTAIN ATTITUDES TOWARD AUTHORITY FIGURES: A COMPARISON OF THE RESULTS OF INTENSIVE AND MINIMAL SUPERVISION IN PRODUCING CHANGES IN ATTITUDES IN ADULT PROBATIONERS. Froelich, Abraham. New York University. 58-630. 1957.

828 AN INVESTIGATION OF THE EFFECTS OF GROUP THERAPY ON SOME PERSONALITY CHARACTERISTICS OF ADULT MALE OFFENDERS. THE EFFECTS OF GROUP THERAPY ON ANXIETY, IMPULSE CONTROL, AND OVERT BEHAVIOR OF ADULTS LEGALLY CLASSIFIED AS DEFECTIVE DELINQUENTS. Manne, Sigmund Herbert. New York University. 62-5342. 1962.

829 THE RELATIONSHIP OF THE PRISON PROGRAM TO CHANGES IN ATTITUDES AND SELF CONCEPTS OF INMATES: AN EVALUATION OF SELF-CONCEPT, ACCEPTANCE OF SELF, IDEAL SELF AND PREDISPOSITION TOWARD CRIME AND DELINQUENCY IN PRISON INMATES. Cohen, Howard Martin. University of New York. 177 p., 1957.

830 INFLUENCE OF GROUP-CENTERED THERAPY ON ATTITUDES OF PRISONERS. Harriman, Byron Lynn. Pennsylvania State University. 206 p., 1956.

831 A CRITICAL ANALYSIS OF ADULT PAROLE PROCEDURES AND THEIR ADMINISTRATION IN THE UNITED STATES OF AMERICA. Nicolle, Dunstan Ivan. New York University. 404 p., 1957.

832 PERSONALITY CONFIGURATIONS OF ADULT MALE PENAL POPULATIONS AS REVEALED BY THE MINNESOTA MULTIPHASIC PERSONALITY INVENTORY. Amith, Robert E. University of Minnesota. 13794. 1955.

833 THE EFFECTIVENESS OF A PENAL TREATMENT PROGRAM AND ITS RELATION TO PAROLE BEHAVIOR. Prell, Arthur Ely. University of Minnesota. 212 p., 1956.

834 AN INVESTIGATION OF THE POSSIBILITIES OF PAROLE PREDICTION THROUGH THE USE OF FIVE PERSONALITY INVENTORIES. Thurston, Donald Reid. Michigan State University. Ed.D. 262 p., 1955.

835 A STATISTICAL COMPARISON OF EDUCATIONAL AND PSYCHOLOGICAL FACTORS WHICH DIFFERENTIATE ADJUSTED AND MALADJUSTED INMATES OF A STATE PRISON. Carson, Grady E. University of Houston. 1954.

836 EFFECT OF GROUP THERAPY UPON CERTAIN ATTITUDES AND PERCEPTIONS OF ADULT OFFENDERS ON PROBATION. Bassin, Alexander. New York University. 24862. 1957.

5200 PROGRAM AREAS: CURRICULUM

5230 Adult Basic Education - General

*837 A THEORY OF ELEMENTARY EDUCATION FOR ADULTS. Hertert, Patricia. California University. 189 p., 1958.

The purposes of this study were: (1) to develop a theory of elementary education for adults based upon research of the literature on literacy, fundamental, adult and elementary education; and (2) to apply the formulated theory to the program of elementary education offered for adults in the San Francisco Public Schools, Adult Division, during the spring of 1957. Based on the findings derived from a review of the literature, seven programs in basic, fundamental, and literacy education were described as to objectives, method, content, student participants, instructional staff, and outcomes. A literature search was used to determine the extent of illiteracy as well as its causes and effects on the individual in society. Some of the conclusions were: elementary education for adults had been primarily devoted to the in-class training of adults seeking a traditional academic education; the use of elementary education to enable adults to focus upon community and neighborhood problems existing in the city had little or no attention; improvement was needed in in-service education, curriculum development, and program coordination.

*838 WHY IS POPULAR WRITING MORE READABLE?: A STUDY OF THE QUALITIES WHICH CONTRIBUTE TO READABILITY. Wiese, Mildred J. Columbia University. Ed.D. 1938.

A study was made of reading materials of interest to adults of average reading ability (8th grade). Previous studies had been made of vocabulary, structural difficulty, and difficulty of ideas; this study was made of style of expression and presentation of material which make it interesting. Examples of popular and less popular non-fiction writing on the same subject were compared. Criteria selected for readability were lucidity (intellectually clear, perspicuous); compregensibility (capable of being fully understood); and appeal (interesting, able to evoke a response). It was found that the writing which was popular included such stylistic devices as extreme or unusual statements, action words, nuances and picture words or phrases, references to familiar matters, figures of speech, contrasts and comparisons, colloquial language, use of dramatization and stories, humor, alliteration, repetition for emphasis, and emphatic and unequivocal statements. Using these stylistic devices, reading materials on Machines: Man's Gift to Himself were prepared for an experimental reading program in the New York City evening elementary schools, a discussion guide for a publisher's series of pamphlets on current social and economic problems was written, and an article for a popular encyclopedia. (Appendixes include samples of materials selected for analysis and comparison.)

839 WHAT SHOULD BE THE CONTENT AND METHOD FOR A MATHEMATICS COURSE IN GENERAL EDUCATION FOR ADULTS. Hoffman, Ruth Irene. University of Denver. Ed.D. 205 p., 1953.

Building on the commonly accepted aims of general education, this study outlined suggestions on methods and techniques, subject matter, and general objectives for a course specifically designed to serve community college adult students (both credit and noncredit) who feel the need for a survey or review of basic, practical mathematical concepts. The literature (including many textbooks) was reviewed and assessed; relevant educational objectives drawn from the literature were summarized; recent general mathematics courses at the University of Denver were described, along with student reactions; and a number of course evaluation techniques were recommended. The course covers fundamental mathematical operations, estimation and approximation, computing techniques, percentages, basic algebra, statistics, critical thinking, everyday mathematics, critical thinking, geometry, trigonometry, the concept of functions, logical reasoning, probability, and mathematical games.

840 SPEECH COURSES IN THE ADULT SCHOOLS OF NEW JERSEY. Crawford, Norman P. Columbia University. Ed.D. 1954.

841 A COMPARATIVE STUDY OF THE LEGIBILITY OF HANDWRITING OF 454 ADULTS TRAINED IN THREE HANDWRITING STYLES: ALL CURSIVE, ALL MANUSCRIPT, OR MANUSCRIPT-CURSIVE. Templin, Elaine M. New York University. 60-1113. 1959.

842 MARKS OF READABLE STYLE: A STUDY IN ADULT EDUCATION. Flesch, Rudolf F. Columbia Universiyt. 1944.

843 THE RELATIVE EFFECTIVENESS OF TWO METHODS OF TEACHING WRITTEN AND SPOKEN ENGLISH. (COMMUNICATION) Jenkins, Russell L. Michigan State College. Ed.D. 1951.

844 SOME EFFECTS OF BIBLIOTHERAPY ON YOUNG ADULTS. Amato, Joseph. Pennsylvania State University. Ed.D. 23992. 1957.

See also: 5280 Fundamental and literacy training abroad

Related: 4750 to 4850 Disadvantaged groups

5235 ABE -- Curriculum, Instructional Materials

845 THE DEVELOPMENT OF AN ENGLISH READER FOR PUERTO RICAN ATULTS. Kavetsky, Joseph. Columbia University. 1954.

5280 Literacy Training -- Abroad

*846 EDUCATION FOR LITERACY: ITS NATURE, FUNCTION, AND DYNAMICS. Narain, Raj. Columbia University. 248 p., 1950.

Using case studies of literacy education in China and Mexico, the author investigated basic problems relating to the nature, function, and dynamics of literacy. First, he demonstrated that what constitutes literacy is fittingly determined by its purposes or functions, defined in terms of requirements for satisfactory living on the part of illiterates. Assertions were then made as to suitable methods and concerns (inclusing the role of culture, motivation, and the mother tongue) as well as criteria for evaluating program effectiveness. Reasons for widespread illiteracy in imperial China were reviewed, followed by accounts of the role of elementary education, compulsory education (1915-44), general or people's education, social education, and Y.C. James Yen's Mass Education Movement, which lasted from World War I until the late 1940's and included such elements as an ambitious rural reconstruction scheme. After analyzing the factors behind the long heritage of Mexican illiteracy, the author traced the 1910 revolution and other social forces conducive to literacy, described and discussed the work of rural schools, cultural missions, and the 1944 literacy campaign, and explained the need to integrate diverse linguistic, ethnic, cultural, and social groups into a unified nation.

847 AN INVESTIGATION OF FACTORS WHICH INFLUENCE THE EFFECTIVENESS OF FUNDAMENTAL-EDUCATION READING MATERIALS FOR LATIN AMERICAN ADULTS. (VOLUMES I AND II). Spaulding, Seth Joseph. Ohio State University. 59-5414. 1079 p., 1953.

An investigation of the factors which influence the effectiveness of fundamental-education reading materials for Latin-American adults was undertaken in this study. The research procedures used were: (1) survey of reading interests as expressed by beginning readers in Costa Rica and Mexico; (2) reading comprehension tests given beginning readers in Costa Rica and Mexico; (3) test on pictorial illustration given to beginning readers in Costa Rica and Mexico; (4) survey of teaching method employed when reading materials of a general nature were used by literacy teachers and by extension specialists in their class work; (5) survey of teachers and extension workers to obtain their reactions regarding the type of reading materials most adaptable for the use of beginners in their special areas. Conclusions arrived at in the study included the following: (1) Costa Rican and Mexican beginning readers consistently liked topics related to their occupation or daily activity; (2) the readability formula described in the study was a valuable tool in determining the reading difficulty of materials destined for use by adults of limited reading ability; (3) longer booklets and booklets with many ideas tended to be more difficult than short booklets and those with few ideas; (4) persons just beginning to read did not have the ability to distinguish the important from the unimportant; (5) booklets up to 800 words in length were read by most beginning readers in one discussion session; (6) the 18- and 20- point type used in the booklets was effective, and the 10- and 12- point type used in one of the questionnaires was considered too small for many of the beginning adult readers; (7) drawings that varied from the realistic were least liked by the beginning adult readers; (8) extraneous information in an illustration confused the viewers; (9) captions helped the viewer to identify the illustration correctly; (10) silent reading of the booklet by the group followed by discussion based on questions brought up by students, was the method most preferred in Costa Rica; and (11) lack of light was the main physical difficulty mentioned by a number of teachers. The field testing of educational materials for beginning readers showed that interest surveys involving the choice between typical categories may be of limited value because of the subjective nature of such categories and because of the limited reading experience upon which the respondents must depend in making choices.

848 A STUDY OF METHODS OF TEACHING ADULTS TO READ AS DEVELOPED FOR LITERACY CAMPAIGNS BY SOME MEMBERS OF UNESCO. Buasri, Saroj. Ohio State University. 309 p., 1951.

A study of the methods of teaching adults to read as developed for literacy campaigns by some members of UNESCO was the focus of the study. Sources of data included the following: pertinent yearbooks of the National Society for the Study of Education (N.S.S.E.), the Proceedings of the Annual Conference on Reading held at the University of Chicago. Works of authorities on methods of teaching reading, various publications on the problem of reading, as well as teaching materials such as the pre-primers and primers used in teaching adults to read in countries concerned, were also studied. A variety of approaches to reading was found: reading was taught as a separate subject, partially as a separate subject and partially as an integrated subject, and as an integrated subject in the first two or three years of schooling and as a separate subject later or vice versa. It was found in the different reports sent by 45 nations that all the main methods used in the elementary schools for teaching children to read were also used for teaching adults. Some recommendations were made. As all five methods that were evaluated indicated very clearly the absence of some or almost all of the desirable "common elements", and thus, needed to be reconstructed, the practitioners of each of the methods were advised to consider the needs uncovered. The authority in charge of the literacy campaign, the teachers involved and the adult learners must realize that reading is not verbalizing but getting and using of meanings.

*849 AN APPRAISAL OF THE HOMEMAKERS AND MOTHERS COOPERATIVES, INC. (HOMOCO) IN RELATION TO UNESCO'S FUNDAMENTAL EDUCATION AND OTHER CRITERIA. Catapusan, Flora Encarnacion Diaz. Michigan University. Ed.D. 59-2102. 347 p., 1959.

This study sought to ascertain how fully the Homemakers and Mothers Cooperatives, Inc. (HOMOCO), of the Philippines has implemented broad UNESCO aims for fundamental education; and to examine whether HOMOCO has met the standard requirements of a socioeducational agency. Attention was also given to postwar socioeconomic conditions (1946-52) that spurred the development of HOMOCO, and to case illustrations of activities for leaders and low income groups. HOMOCO has creatively interpreted and implemented UNESCO aims, and (especially in leadership and cooperative service projects) has gone beyond. To help meet the practical, physical, mental, social, and spiritual needs of Philippine homemakers, HOMOCO encourages all members to be leaders however and whenever they can. Its members become leaders as they serve and share what they learn, whereas UNESCO fundamental education encourages the well-educated and well-qualified to lead. HOMOCO service projects enable homemakers to find more spare time for fundamental education. As an educational and social welfare organization, HOMOCO appears to be succeeding.

850 A STUDY OF THE EDUCATION OF ILLITERATES IN THE CANADIAN ARMY. Hedley, Harold W. University of Toronto. 215 p., 1949.

This study described the functional literacy program in the Canadian Army during World War II, and analyzed in detail the relationships between improvement in literacy and such other factors as initial literacy, age, ethnic origin, intelligence, birthplace (Canadian or foreign), and years of schooling (Canadian and/or foreign). It attempted to identify helpful and detrimental factors, together with the extent to which these factors operated. Significant improvements emerged on the Silent Reading Test and two other tests. Age, ethnic origin, birthplace, and years of Canadian schooling had no relationship to initial literacy or any great effect on the widespread improvements noted. However, age and previous schooling were significantly related to subsequent success or failure in military education and training. (Other factors, including scores on the three tests, were not significant in this regard.)

851 MATERIALS FOR A CHRISTIAN EDUCATION PROGRAM FOR PRELITERATES IN INDIA. Naugle, Hazel E. New York University. 1955.

See also: 5230 Adult basic education -- general; 5550 Community development programs abroad.

5290 English as Second Language

852 THE VERBAL BEHAVIOR OF BILINGUALS' THE EFFECT OF LANGUAGE OF REPORT UPON THE THEMATIC APPERCEPTION TEST STORIES OF ADULT FRENCH BILINGUALS. Ervin, Susan Moore. University of Michigan. 12571. 1955.

853 A READER FOR ADULT STUDENTS OF AMERICAN ENGLISH AS A SECOND LANGUAGE. French, Virginia. Columbia University. 1951.

854 A STUDY OF THE EXTENT TO WHICH TEXTBOOKS TEACHING ENGLISH TO FOREIGN BORN HISPANIC ADULTS IN NEW YORK CITY HELP THEM COMPREHEND THE DAILY ENGLISH NEWSPAPERS THEY READ. Wachs, William. New York University. 1946.

5500 Community Services

*855 A PILOT STUDY TO DESIGN A METHODOLOGY FOR DETERMINING COMMUNITY SERVICES IN THE SMALL CHURCH-RELATED JUNIOR COLLEGE. Gambill, Dorcas D. Florida State University. 61-3636. Ed.D. 150 p., 1961.

This study attempted to design and test a methodology for determining community services in the small church-related junior college. The college studied was a century-old Methodist institution located in a sparsely settled area of Georgia; the dacade was 1950-1960. Specific techniques used were: (1) a house-to-house survey of the white residents in the city of Cuthbert by means of an interview schedule; (2) a survey of data tabulated from the day-student schedule cards from 1956 to 1960; (3) a survey using a modification of the Galpin technique for defining the service boundaries of the college community; (4) a survey of attendants at college programs conducted by means of a register-of-attendance card; (5) a questionnaire mailed to a sampling of ex-students in the area; (6) a survey comparing the grades of a random sampling of ex-students who had continued their education at four-year institutions with the grades received at the two-year college; and (7) an industrial survey of nine business corporations within the area by means of an interview schedule. It was concluded that this design will enable the small church-related junior college to objectively examine its present community services and to determine potential community services for its area.

*856 SOME ASPECTS OF COMMUNITY SERVICE PROGRAMS IN SEVENTEEN COLLEGES AND UNIVERSITIES IN THE UNITED STATES. Murphy, John Brown. Texas University. 59-4730. 262 p., 1959.

This study was concerned with the determination of trends relating to certain aspects of administration of community service programs in seventeen colleges and universities in the United States. The aspects of community service programs which were considered in determining trends were: (1) the organization for administration and instruction within each institution, (2) the participation of adult students, and (3) the curriculum of community service programs. The majority of colleges and universities regarded community services as a major division or unit of the institution. There appeared to be a definite trend towards the participation by a greater proportion of the faculty in the community service programs. The organizational patterns for achieving co-ordination between the administration of the community service function and other college and university functions varied from one institution to another. The proportion of adults who engaged in college and university programs of non-credit educational activities appeared relatively small as compared to the total adult population, but the indications were that the proportion was steadily increasing. The voluntary nature of adult participation appeared to be its most important limitation, although the size and economic dynamics of the community itself were important factors in considerations of either present or potential participation. Publicity techniques associated with community service offerings differed significantly from those used for the formal college and university offerings. The general trend towards according community service programs a place of importance in the organization of colleges and universities had not often been accompanied by the same budgetary arrangement which existed for other phases of educational administrative activity. There was great need for better systems of statistical records of community service activities in most colleges and universities.

857 COMMUNITY SERVICE PROGRAMS IN SELECTED PUBLIC JUNIOR COLLEGES. Vines, Eugene T. George Peabody College for Teachers. Ed.D. 60-5868. 1960.

See also: 2210 Community education and development; 2230 Rural communities; 2240 Urban environment

*858 COMMUNITY DEVELOPMENT IN INDIA WITH PARTICULAR REFERENCE TO THE BHADSON PROJECT. Cheema, Amrik Singh. Cornell University. Ed.D. 61-12. 367 p., 1960.

This study assessed the effects of community development (CD) in one of the oldest projects of Bhadson, Punjab, India, where CD has existed since 1952. A survey was made in 1957 in different villages with 1,343 families participating to study the changes achieved. In 114 villages, fragmentation of holdings was remedied by consolidation. Moreover, 19,143 acres of land were reclaimed, 973 irrigation projects were built by farmers, and cultivated acreage rose from 47,470 to 68,386 acres. All improved practices reached every village. Over half the farmers had adopted improved seeds, improved implements, and plant protection measures. Thirty percent were using commercial fertilizers; 20% were making compost. Acres under American cotton rose from 490 to 11,175. Food production rose by 40%; cash crops, by 90%. Cattle breeding, medical facilities, drainage, cooperatives, and school enrollments also showed progress. The overall program excelled in agriculture, cooperation, and education, and was satisfactory in health; but it was weak in youth work, women's education, literacy education, village industries, road building, animal husbandry, cottage industries, and communication.

*859 COMMUNITY DEVELOPMENT AS PREPARATION FOR ECONOMIC GROWTH IN DEVELOPING COUNTRIES WITH PARTICULAR REFERENCE TO THE SAKTIGAR PROGRAM IN INDIA. Gray, Jack Douglas. Cornell University. Ed.D. 60-608. 417 p., 1959.

Community development as preparation for economic growth in developing countries with particular reference to the Saktigar program in India was the purpose of this study which was divided into two parts. In the first part, based upon a study of available literature dealing with economic development, agricultural development, community development extension education and related fields and the experience of the writer in India's Community Development Program, a detailed discussion and analysis of this problem was presented; in the second part a detailed case study of Saktigar Community Development Program in India aimed at determining whether the program actually established the prerequisites for economic growth. It was concluded that: the results of three years of community development in the villages of Saktigar seemed to support the hypothesis that rural community development was essential for providing a preparatory phase in the process of getting economic growth started in less-developed countries where democratic methods were to be used. It was further concluded that rural community development, if fully applied, could prepare the ground for economic growth in less-developed countries and, where democratic methods were used, it was essential to the success of economic development programs.

*860 THE ROLE AND DEVELOPMENT OF VOLUNTARY VILLAGE LEADERS IN PROGRAMS OF COMMUNITY DEVELOPMENT IN THE PUNJAB INDIA. Sohal, Takhat Singh. Cornell University. Ed.D. 61-1008. 231 p., 1960.

In this study, current evidence of the effectiveness of rural leadership as applied to programs of community development in the Punjab, India, was examined. A proficiency in tapping village leaders for community development by the professional worker necessitates an intimate knowledge of the social setting of the locality. This knowledge should preferably cover such aspects as physical features, social groupings, social institutions, occupations, class and caste, status, interest groupings, recreation and leadership patterns. On the basis of this knowledge, the professional worker can proceed to utilize the village leaders for developing rapport, planning programs, securing people's participation, and understanding and working through village factions. Rural leadership can be harnessed to make substantial contribution to programs relating to agriculture, animal busbandry, communications, sanitation, cooperatives, and education. To be effective in further improving the competence of the local leaders, the professional worker ought to be thoroughly conversant with the leadership motives and the process of adult learning. Keeping interest and maintaining a high morale are essential prerequisites of leadership development. The administrator has a vital responsibility in promoting the development of local leaders.

*861 COMMUNITY COLLEGES FOR INDIA. Pavamani, V.G.M. University of Washington. 22181. 1957.

See also: 5280 Literacy training -- abroad

Related: 6700 Agriculture, home economics

5700 CONTINUING EDUCATION IN THE PROFESSIONS

Career Changes

5750 Engineering, Architecture

862 AN INVESTIGATION OF CRITERIA FOR CREATIVITY IN ENGINEERS. Sprecher, Thomas Barton. Maryland University. 188 p., 1957.

5850 Medicine and Health

*863 THE ROLE OF THE VOLUNTARY HEALTH AGENCY IN POSTGRADUATE MEDICAL EDUCATION IN CALIFORNIA. Weisenheimer, Frederic Stewart. University of California (Berkeley). Ed.D. 240 p., 1960.

In a critical study of voluntary health agency activities in postgraduate medical education, the author reviewed problems associated with coordination, marginality, and the process of change in role. An attempt was made to relate these problems to variations in perception, both relevant and irrelevant, as expressions of reference-group influences within planning and policy bodies. Some major conclusions were: (1) diversion from educational objectives may stem from limited reference-group involvement as seen in the curriculum or in aspects of organization; (2) program emphasis is consistent with the value systems of leaders regardless of organizational structure; (3) cooperative planning with other public and educational bodies is generally considered desirable, but anxieties over side effects deter such coordination; (4) a potential for change is apparent only when the introduction of new group norms makes it possible to view problems in a new frame of reference. Recommendations were made for demonstration programs and new patterns of participation.

864 AN ANALYSIS OF THE NEED AND OPPORTUNITY FOR THE CONTINUING LIBERAL EDUCATION OF DOCTORS OF MEDICINE. Leavitt, Linden G., Jr. University of Southern California. Ed.D.

865 THE DOCTOR'S ROLE: A STUDY OF CONSENSUS, CONGRUENCE, AND CHANGE. Hoffman, Ruth Elaine. University of Nebraska. 245 p., 1958.

5900 Education

866 THE DEVELOPMENT OF A PLAN FOR A FIFTH YEAR PROFESSIONAL PROGRAM AT CONCORDIA TEACHERS COLLEGE, SEWARD, NEBRASKA. Wiegman, Eugene William. University of Kansas. Ed.D. 63-810. 1962.

867 A STUDY OF THE DEVELOPMENT OF THE SPECIAL EDUCATION PROGRAM IN KANSAS, AND AN EVALUATION, WITH EMPHASIS ON THE PROFESSIONAL PREPARATION OF SPECIAL EDUCATION PERSONNEL. Eisenbach, Joseph, Jr. Ed.D. 61-2329. 1960.

5920 Adult Education

*868 INTEGRATING THE FIELD WORK EXPERIENCES OF ADULT EDUCATION TRAINEES AT TENNESSEE STATE COLLEGE THROUGH THE UTILIZATION OF COMMUNITY ORGANIZATIONS; A REPORT OF A TYPE B PROJECT. Finney, James Cornelius. Columbia University. Ed.D. 77 p., 1948.

An adult educator training program began in Fall 1946 as an experiment based on three premises: (1) cooperative enterprise enhances the process by which adult educators are trained; (2) the close relationship found in actual work with adults improves the training received; (3) improved administrative and curriculum patterns should result from such a relationship. The program is intended to prepare professional adult educators as generalists rather than narrow specialists. Training will be facilitated by activities involving, at different levels, cooperative efforts by students, and adult education instructors, by faculty members and instructors. Accordingly, the main features of the program include cooperative planning as a method in classroom instruction, interspersed with visits to adult education agencies and programs; a continuous seminar to familiarize students with problems facing them in the field; conferences designed to further prepare the instructor trainees for field work; and actual supervised field work.

*869 THE PROFESSIONAL ADULT EDUCATOR: AN EXAMINATION OF HIS COMPETENCIES AND OF THE PROGRAMS OF GRADUATE STUDY WHICH PREPARE HIM FOR WORK IN THE FIELD. Chamberlain, Martin N. Chicago University. 7146. 233 p., 1960.

This study sought to examine graduate adult education in its present practice with the aim of determining whether this practice was meeting the needs of the field. A forced-choice rank-ordering technique was used to obtain the opinions of leading adult educators as to what a competent, full-time adult educator should know, believe, and be able to do; and a set of objectives was then developed for a curriculum in graduate adult education. In addition, the programs of the 12 institutions most interested in recent years in adult education as a graduate study were compared, and the diversity of approaches and procedures was demonstrated. Finally, an exemplar curriculum, which consisted of six required courses in adult education subjects and eight required courses in related fields, was developed and used as a measure against which to compare present practices. This comparison resulted in some suggestions for modifying the present program.

870 THE EDUCATIONAL AND EXPERIENTIAL BACKGROUNDS OF ADULT EDUCATORS IN THE MOUNTAIN-PLAINS REGION. Robinson, Charles Otis. University of Wyoming. Ed.D. 119 p., 1961.

The author ascertained the experience and formal course work of professional adult educators in the Mountain-Plains Region (Arizona, Colorado, Idaho, Montana, New Mexico, Utah, Wyoming); and compared these characteristics with desirable criteria of course work and experience proposed by experts in the field of adult education. Ideas were also sought for upgrading those now in the profession. Interviews were held with Extension deans and directors and with officials in state departments of education. Some conclusions were: (1) aside from personal qualities and motives, there are no consistent background requirements for adult educators; (2) experience in a given field might be important to a particular adult educator; (3) professional adult educators in the Mountain-Plains Region have similar educational backgrounds; (4) experience of a certain kind might help them gain competence in a particular field important to their work; (5) although previously they have not considered adult education courses very important, they are eager to earn additional college credits in that field; (6) they prefer practical and applied knowledge to theoretical courses, and need greater competence in adult psychology, group leadership, communications media, teaching, public relations, and promotional work; (7) inservice education, orientation programs, and other educational opportunities will increase.

*871 A STUDY OF PROFESSIONAL PREPARATION PROGRAMS FOR LEADERS IN ADULT EDUCATION OFFERED BY SCHOOLS OF EDUCATION. Svenson, Elwin Victor. California University. Ed.D. 1230. 176 p., 1954.

The purpose of this study was to determine the extent to which university and college schools of education provided professional study opportunities for individuals desiring to do teaching, administration, counseling and research in adult education. The sources of data included: professional publications, adult education administrators and instructional staff members of universities offering advanced degree programs in the area of adult education. Although opportunities for professional study in adult education were found to be rather limited in scope, evidence supported the hypotheses that: there are well-defined training programs at the graduate level; there is a communicable body of knowledge covering the area of adult education in sufficient quantity and quality to justify a specialized program for graduate study; individuals who have been prepared for full-time positions in adult education through schools of education advanced degree programs are employed in a variety of adult education agencies; there is a demand for professionally trained adult educators. Other conclusions included the following: (1) most professors of adult education know little about adult education training programs conducted in other institutions; (2) leadership training in adult education is being conducted by many institutions and agencies other than departments or schools of education; (3) if an interdisciplinary approach to the training of professional adult educators is accepted, many schools of education will have to change their present general departmental requirements.

6000 Religion

872 SOME EFFECTS OF CLINICAL PASTORAL EDUCATION ON A GROUP OF THEOLOGICAL STUDENTS AND PASTORS. Swanson, Paul Reginald. Boston University. 258 p., 1962.

873 CONTINUING THEOLOGICAL EDUCATION FOR PROTESTANT CLERGYMEN. Trost, Theodore Louis. Columbia University. Ed.D. 205 p., 1962.

6130 Correctional Personnel-Also Volunteers

874 ROLE ANALYSIS IN A VOLUNTARY ORGANIZATION. Ellsworth, Allen Simmons. New York University. 63-5343. 190 p., 1962.

The purpose of this investigation was to identify the role expectations of young members, and adult program secretaries assigned to work with them, in the Young Men's Christian Association, and to determine the consensus that existed between them on the given types of roles. The final instruments used for the positions of adult program secretaries consisted of twenty role functions and for the positions of the young members twenty-two functions. The data collected through the administration of the instruments were supplemented by interviews and re-tests conducted with thirty adult program secretaries having the highest and the lowest consensus scores. The data revealed higher role consensus between the professional staff members, executives, and adult program secretaries, than between the professional staff and the young members for the positions studied. Findings also revealed treater consensus for certain specified role segments than for others and there was more clarity for the professional than for the member role. There was also a relationship between role consensus and gratification for the professional staff as well as for the participating members in the organization.

6135 Volunteers

*875 THE VOLUNTEER IN ADULT EDUCATION. Godbey, Gordon C. Harvard University. Ed.D. 97 p., 1958.

In attempting to study volunteering in the sample area, Delaware, interviews were conducted with the total volunteer population working in some way with adult education during the period January, 1954 through June, 1955. Information on age, sex, occupation, size of home, education, and means by which recruited for adult education, was gathered during the interviews. A personality test was also administered. The ages of the volunteers did not differ significantly from those of the general population. However, the sample of volunteers had significantly more women, widows, widowers, divorcees, large home owners, professionals, and managers; while the general population had more men, married, single, laborers, artisans, service workers, and smaller home owners. Personality tests of the volunteers indicated that they were likely to emphasize social, aesthetic, and religious values. Their political, economic, and theoretical valus were lower than those of the general population. These volunteers were usually persons with numerous responsibilities. They were active in numerous community affairs, and often equally active in professional affairs.

*876 THE JUNIOR HOSTESS VOLUNTEERS AT THE USO LAFAYETTE SQUARE CLUB. Kurtz, Oscar. Columbia University. Ed.D. 132 p., 1957.

After reviewing national USO policy and local practice relating to volunteer personnel, the author formulated proposals for more effective recruitment, training, and utilization of junior hostess volunteers at the USO Lafayette Square Club in Washington, D.C. Principles were set forth covering such aspects and related concerns as the volunteer's role in society, functions of volunteer bureaus, job analysis, intake (selection), job placement and orientation, supervision, rewards and recognition, recordkeeping, motives for serving, and reciprocal agency-volunteer responsibilities. Weaknesses in Lafayette Square USO volunteer practices were found in a number of these areas, as well as in the establishment of standards of conduct. A questionnaire survey determined that that age (usually 18-22), occupation, education, birthplace, and membership in other organizations were significant to participation in USO and to length of service. The junior hostesses' knowledge and attitudes regarding USO were also noted. Their chief motive for service was the need for human companionship and the formation of new social contacts. Analysis of the club's operation has, along with other insights from the study, permitted the development of highly useful criteria for program planning and budgeting by the Program Director.

877 SOME FACTORS AFFECTING PARTICIPATION IN VOLUNTARY ASSOCIATIONS. Goldhamer, Herbert. University of Chicago. 98 p., 1942.

878 RELATIVE EFFECTIVENESS IN VOLUNTARY ASSOCIATIONS. Gulley, William Hart. North Carolina University. 190 p., 1961.

878A EDUCATIONAL MATERIALS FOR THE TRAINING OF VOLUNTEERS. Wingert, Eve Margaret. Columbia University. 1958.

6150 TECHNICAL EDUCATION

879 THE SCOPE, ORGANIZATION, AND PRINCIPLES OF VOCATIONAL-TECHNICAL TRAINING IN INDUSTRY. Stahl, Edgar E. Indiana University. Ed.D. 60-3013. 337 p., 1960.

To determine the patterns of pre-service (vestibule) training, job orientation, on the job training, indentured apprenticeships, and after-hours technical and general study in the preparation of workers in skilled, semi-skilled,aand technical occupations of manufacturing industries, the literature on training management was examined. An interview schedule and report from, based on questions evaluated by a jury of training directors, management personnel, and general and industrial educators in the Greater Louisville area, were used to gather data from 119 firms. The findings indicated that industry appreciates the value of training programs, and usually provides in-plant training for skilled and semi-skilled workers and supervisory personnel, but seldom for the industrial technician. Job orientation, on the job, and apprenticeship training, including the development of desirable worker attitudes, are typical of in-plant programs. Industry relies heavily upon the training facilities of outside agencies and encourages workers' participation in after-hours training. While industry and the public schools do not closely cooperate in the preparation of industrial workers, the transition from school to industry is facilitated by the work-study plan.

880 THE TECHNICAL INSTITUTE MOVEMENT: A STUDY AND PROJECTION OF THESE PROGRAMS IN AMERICAN HIGHER EDUCATION. Phallen, Charles Wellington. Ohio State University. 198 p., 1958.

6200 MANAGEMENT, SUPERVISION

881 A CASE STUDY OF AN EXECUTIVE DEVELOPMENT PROGRAM. Albanese, Robert. Ohio State University. 63-32. 129 p., 1962.

This study attempted to measure the effectiveness of an executive development program (Indianapolis, March 6-10, sponsored by the National Restaurant Association) by investigating significant behavior change in participants. An experimental group of 16 participated in the program; the control group of six did not. Questionnaire data came from restaurant managers and selected subordinates. These were among the findings: (1) among experimental subjects, there were changes in managers' self-descriptions of their responsibility and their delegation of authority, and in subordinates' account of support given to the company by the group supervised, but these changes could not be definitely tied to the program; (2) experimental and control groups both showed several significant differences between pretraining and posttraining variances, but these could not be directly attributed to training; (3) neither age, education, experience, nor any of the other 23 background variables proved significant; (4) subordinates' descriptions of their managers' consideration (behavior indicative of friendship, trust, mutual respect, and warmth) correlated significantly with subordinates' descriptions of managers' initiating structure (administrative skills).

*882 THE INFLUENCE OF SUBORDINATES ON MANAGERS. Feringer, Frederick Richard. University of California (Los Angeles). Ed.D. 155 p., 1962.

This study focused on ways in which subordinates might influence their superiors in business organizations. More specifically, it dealt with kinds of feedback desired from subordinates concerning how managers (or superiors) might improve themselves. Managers' perceptions of the relative importance of each type of information were also investigated, along with ways in which the importance of certain kinds of information might vary among managers. Kinds of information sought were (in order of preference) on the verbal communication process between the two levels; progress on the job; subordinates' attitudes toward the job, work associates, and working conditions; what subordinates think of the manager's technical and managerial competence; and what they think of his character. (Managers seemed uninterested in subordinates' private lives.) Opinions of subordinates were significantly more valued than their facts or suggestions. Four factors (effectiveness of communication, psychological atmosphere, personal preference for group work, and human relations training) significantly affected the nature of the information desired. Such other factors as age, education, number of subordinates, level of management, and channels of communication used, were not significant.

883 AN EXPERIMENT IN THE USE OF SELECTED METHODS FOR IMPROVING THE EFFECTIVENESS OF COMMUNICATION TRAINING FOR MANAGEMENT. House, Robert James. Ohio State University. 60-4097. 216 p., 1960.

This study focused on the effects of: (a) a follow-up program designed to integrate classroom teaching with on-the-job performance, and (b) an attempt to raise the standards of an in-plant training program. By use of "before and after" comparisons of (a) course attendance and (b) the number of individual requests to participate in the program, the effects of raising the course standards were measured. Comparison of the control and experimental groups revealed the following: the control group showed no significant change in over-all behavior as a result of the conventional training program; there was a significant difference between the communication change which took place in the two groups; the subordinatordinates of the members of the experimental group reported that the frequency and volume of communication ahd decreased; none of the control group classification scores and only two of the experimental group scores were statistically significant; and six of the 28 members of the sample showed significant change. The raising of the standards of the course led to improvement of class attendance and promptness, and an increase in the interest and enthusiasm of the students. Fifty-six of the respondents to a questionnaire stated that the course contributed significantly or a great deal to their development; sixty thought the course was directly related to their managerial duties.

884 DEVELOPING LEADERSHIP IN A SMALL PLANT: A CRITICAL ACCOUNT OF AN EXPERIMENTAL MANAGEMENT TRAINING PROGRAM. Collins, Alan Keith. Cornell University. 22,195. 220 p., 1957.

The study was designed to check whether a training program planned after the leadership climate in the plant had been measured and presented to the entire management group simultaneously could succeed in changing management behavior in desired directions. In deciding what changes in behavior were desirable an attempt was made to identify the organizational effectiveness of different leadership styles. The Ohio State leadership questionnaires and a Sentence Completion Test devised by the author were the primary instruments used to measure the leadership climate in the plant. The information obtained from the administration of these instruments was supplemented with interview findings and observations made in the plant. The leadership climate in the plant was surveyed prior to the introduction of the training program in order to identify problems facing management personnel in the plant. A training program designed to meet these problems was the presented to the research and training group which was made up of all the management personnel in the plant. A post-training evaluation of the outcomes of the training program was obtained by repeating the survey of leadership climate. Comparison of pre- and post-training measure revealed little change in management behavior but did show appreciable changes in attitudes. The changes reflected in the response to the Sentence Completion Test were greater than the changes reflected in the responses to the Ohio State Instruments.

885 CONDITIONS INFLUENCING THE EFFECTS OF TRAINING FOREMEN IN NEW HUMAN RELATIONS PRINCIPLES. Hariton, Theodore. Michigan University. A51-342. 186 p., 1951.

To evaluate the over-all effects of training foremen in new human relations principles and to investigate the conditions influencing the effects of training, a sample of 50 first-line foremen and 400 non-supervisory employees who reported to them were trained in new human relations principles and surveyed immediately before and a year after training. There were two experimental and two control groups. There was a significant increase in satisfaction in one experimental division and a significant decrease in satisfaction with supervision in the other experimental division. When these two divisions were combined, the differences were neutralized. The differences between the two control divisions were not significant and did not focus on supervision. One control division showed a alight gain and the other a slight loss. The major conclusions was: training formen in new human relations principles will be effective in bringing about improvements in employee attitudes toward supervision when the situation within which the foremen operate is conducive to change. When attitudes and practices of higher-level supervisory personnel are not consistent with the course content, the course not only will fail to bring about any real gain in employee satisfaction with supervision, but may result in a decrease in satisfaction with supervision.

886 A STUDY OF THE EVALUATIVE PRACTICES IN MANAGEMENT EDUCATION AND DEVELOPMENT PROGRAMS IN SELECTED UNITED STATES COMPANIES. Shafer, Carl Ivan. Michigan State University. Ed.D. 62-383. 139 p., 1961.

The theoretical aspects and practices of evaluation of formal management education and development programs in industry were examined in this study. The theoretical aspects of educational evaluation were synthesized from the literature of education, psychology, and business. Major published evaluative research was reviewed and analyzed. Of the 158 questionnaires sent out to survey the evaluative practices, 118 were returned. Some of the findings were: 1. Slightly over half of the training departments of the companies represented in the survey spend 1-5 percent of their time on evaluation of their management training programs. About one-fifth spend 6-10 percent of their time on evaluation. Rarely does a training department spend more than ten percent of its time on evaluation. 2. Nearly all companies that responded spend five percent or less of their training budget on evaluation. Evaluation effort, in terms of time and budget, appeared to be greater in companies where top management stresses the evaluation of management training programs as compared to those where top management shows little or no interest in evaluation of management training. By far the major deterrent to effective evaluation in the opinion of the respondent companies was that evaluation research techniques were difficult to apply in productive or operating situations.

887 AN EVALUATION OF THE BASIC COURSE OF THE MANAGEMENT DEVELOPMENT PROGRAM AT THAYER ACADEMY. Thayer, Gordon Oliver. Boston University. Ed.D. 16992. 1956.

888 UNION AND MANAGEMENT TRAINEES - A COMPARATIVE STUDY OF PERSONALITY AND OCCUPATIONAL CHOICE. Bogard, Howard M. Columbia University. 104 p., 1959.

889 SPECIALIZED TASKS PERFORMED BY FOREMEN IN SELECTED SMALL INDUSTRIAL COMPANIES. Adams, Aaron F. University of Cincinnati. Ed.D. 60-1005. 1961.

890 A STUDY OF GENERAL BOOKS PUBLISHED FOR SUPERVISORS IN INDUSTRY BETWEEN 1920 and 1950. Parnes, Sidney Jay. Pittsburgh University. 249 p., 1954.

891 A STUDY OF JOB RELATED VALUES OF INDUSTRIAL MANAGERS. King, Donald C. Purdue University. 113 p., 1957.

892 THE DEVELOPMENT AND EVALUATION OF METHODS FOR ISOLATING FACTORS THAT DIFFERENTIATE BETWEEN SUCCESSFUL AND UNSUCCESSFUL EXECUTIVE TRAINEES IN A LARGE, MULTIBRANCH BANK. Scholl, Charles Elmer, Jr. University of Michigan. 391 p., 1957.

893 ROLE SPECIALIZATION IN SUPERVISION. Ross, Ian Campbell. Columbia University. 165 p., 1957.

894 AN EVALUATION OF SELECTED EXECUTIVE DEVELOPMENT PROGRAMS FOR GOVERNMENT OFFICIALS. Randall, Raymond Lewis. American University. 62-2194. 1962.

895 A RECOMMENDED EDUCATIONAL LEADERSHIP DEVELOPMENT BASED ON A STUDY OF INDUSTRIAL MANAGEMENT DEVELOPMENT PLANS AND EDUCATIONAL LEADERSHIP PROGRAMS. Sarles, Hugh Edward. Wayne State University. Ed.D. 59-1801. 1959.

896 THE CONSTRUCTION AND ANALYSIS OF A LEADERSHIP BEHAVIOR CHECKLIST FOR INDUSTRIAL MANAGERS. Rambo, William Walter. Purdue University. 107 p., 1957.

897 SETTING UP BASIC CRITERIA FOR IMPROVING A BUSINESS MANAGEMENT TRAINING PROGRAM. Olson, Norman Claire. 59-5806. 1959.

898 MEASURING SUPERVISORS'AWARENESS OF EMPLOYEE ATTITUDES: A COMPARISON OF METHODS. Jones, Donald Richard. Purdue University. 92 p., 1954.

6300 Labor Education

899 WORKERS' EDUCATION: A FUNCTIONAL APPROACH. Iyengar, N. Singammal. Northwestern University. 15,137. 235 p., 1955.

The approach to the problem of workers' education is analyzed in this study for which material was secured from such sources as books, journals, pamphlets, original documents, interviews, and attendance at conferences and classes. The experiments in the United States are subjected to an intensive analysis in order to discover the definition, scope, and setting of functionalism. The reader is introduced to the socio-economic situation in the United States in Chapter II in which a cross section of the cultural environment is examined with special emphasis on those variables which impinge most strongly upon the status of the working class. Chapter III attempts to formulate the definition and scope of functionalism. Chapters IV and V, while describing the evolution of this approach, also highlight the patterns of workers' education as operated by the unions and the universities. The theme of Chapter VI is related to a study of the history of workers' education in England and the significance of the new trend in the field. Chapter VII is concerned with conditions in Africa, where a functional type of program is entirely absent. This chapter concludes with an outline of a project on workers' education as a possible focus of development. In Chapter VII the writer makes some deductions. Appendix B describes pertinent developments in some representative areas of the world.

*900 WORKERS' EDUCATION AT THE UNIVERSITY LEVEL. Kerrison, Irvine L.H. Columbia University. 191 p., 1951.

Drawing partly on his own experience as a labor educator, the author analyzed the organization, administration, financing, and functions of labor education programs currently being operated (1950) in 53 colleges and universities. He undertook to show how cooperation can benefit trade unions, universities, and the community. After tracing the growing need for labor education, the author discussed problems stemming in great measure from past neglect by both labor and higher education. He noted trends toward greater specialization; a high program mortality rate; the involvement of more and more institutions in labor education; a broadening scope of activity; greater numbers of qualified teachers from within the labor movement; and experimentation with subject matter, teaching techniques, audiovisual aids, and teaching personnel. Involvement of students as well as teachers in planning, problem-solving, and satisfaction of needs, was considered an integral part of cooperative endeavor. Recommendations called for subject content and instruction related to the actual experiences and common needs of the workers being taught; consultation with unions on topics, materials, and speakers; and closer attention to such aspects as scheduling, physical facilities, certification, evaluation procedures, and coordinated data-gathering.

901 AN ANALYSIS OF PHILOSOPHY AND PRACTICES IN WORKERS EDUCATION SINCE 1920. Forer, Bernard. Rutgers University. 1958.

902 EDUCATIONAL ACTIVITIES OF THE GARMENT UNION, 1890-1948: A STUDY IN WORKERS' EDUCATION IN THE INTERNATIONAL LADIES' GARMENT WORKERS' UNION AND THE AMALGAMATED CLOTHING WORKERS OF AMERICA IN NEW YORK CITY. Schaeffer, Robert Joseph. Columbia University. 271 p., 1951.

903 AN ANALYSIS OF THE EFFECTS OF FOREMAN TRAINING IN LABOR RELATIONS ON EMPLOYEE GRIEVANCES IN A METAL TRADES PLANT. Sherman, Harry. New York University. 1952.

904 THE WORKERS' FACULTY (RABFAK) SYSTEM IN THE USSR. Tandler, Fredrika Morehouse. Columbia University. 12476. 1955.

905 IDENTIFICATION OF MANAGEMENT TRAINING NEEDS. Wood, Wendell Frederick. Purdue University. 100 p., 1956.

6500 OCCUPATIONAL EDUCATION - IND. TRAINING

Vocational Rehabilitation

906 A STUDY OF A FOUR-YEAR PILOT RUN OF AN OFF-THE-JOB TRAINING PROGRAM FOR EMPLOYEES IN KEY PRODUCTION AND MAINTENANCE JOBS. Kopas, Joseph Stanley. Ohio State University. 258 p., 1959.

Recognizing the problems arising from the age, past experience, limited formal education, traditional attitudes, and relatively low motivation of senior employees in key jobs affected by technological change, the Republic Steel Corporation developed an experimental off-the-job training program which came to be regarded as highly successful and effective by both management and the employee trainees. Some significant findings and conclusions were: (1) 90% of those recommended for retraining attended, and about 2/3 completed training satisfactorily; (2) employee interest was reflected in regular attendance, enthusiastic aprticipation, and demands for more courses; (3) using key management employees as part-time instructors, and training them to teach creatively, made the program interesting and practical for trainees; (4) the annual cost for equipment and special instructional aids was small ($1.52 per enrollee) compared to the contribution they made to program success; (5) industrial employees are intensely eager for training that will help them cope with technological change. Based on an average of 17 years of anticipated use of the technical knowledge gained by the typical enrollee, the average annual cost per capita would be $11.50 for improved job performance by key production and maintenence workers receiving roughly $8,400 a year.

907 AN ANALYSIS OF CURRENT PRACTICES IN EVENING TRADE EXTENSION CLASSES IN THE LARGEST TEN CITIES IN EACH OF FIVE MIDWESTERN STATES. Price, Dennis Henry. Indiana University. Ed.D. 228 p., 1955.

This study investigated current practices in 50 midwestern cities as regards evening trade extension programs. It dealt with the origins of the various evening trade extension classes; the local,, state, and Federal framework under which they function; the nature of course content; financial arrangements; instructor certification and qualifications; instructor recruitment, teaching loads, and upgrading practices; and kinds of instructional materials, their sources, and their utilization. Sixteen of the cities offered no trade extension training. The variety of titles held by vocational administrators indicated varied responsibilities; few held titles specifically identifying them with trade extension programs. None of the many promotional devices seemed potentially useful in trade extension programs. Teacher certification practices in the five states assured only minimum competency. Instructor training was generally considered a local responsibility. Deficiencies and inconsistency in instructor recruitment, course offerings, checking of attendance, use of teaching techniques, and (to some extent) financing and salaries, were also noted. Recommendations include initiation of local surveys of training needs, expanded use of vocational advisory committees, adequate financial support for trade extension programs, standardization of course content, and increased teacher supervision.

908 A SURVEY AND EVALUATION OF EMPLOYEE TRAINING PROGRAMS IN THE LAUNDRY AND DRY CLEANING INDUSTRIES IN INDIANA. Tregilgus, Earl Perrin. Indiana University. Ed.D. 279 p., 1954.

909 OCCUPATIONAL SPECIALIZATION AND SOCIAL MOBILITY. Bogdanoff, Earl. Northwestern University. 165 p., 1960.

910 IDENTIFICATION AS A PROCESS IN THE CHOICE OF AN OCCUPATION: A STUDY OF CHEMISTS AND PERSONNEL WORKERS. Brizee, Robert Louis. Michigan State University of Agriculture and Applied Science. 60-1708. 1959.

911 OCCUPATIONAL STATUS, MOBILITY AND EDUCATIONAL ACHIEVEMENT OF 522 MALES IN SOUTHERN ONTARIO. Bancroft, G. W. University of Toronto. 1960.

912 A HISTORY OF THE VOCATIONAL EDUCATION AND EXTENSION BOARD OF ROCKLAND COUNTY, NEW YORK. Freeman, Leslie G. Fordham University. 1961.

913 A FACTORIAL ANALYSIS OF THE OCCUPATIONAL INTERESTS OF TWO HUNDRED VOCATIONALLY INEXPERIENCED ADULT MALE STUDENTS. Gaither, James Wallace. Ed.D. 58-1977. 1958.

914 POLICIES AND PROCEDURES IN ADULT VOCATIONAL-INDUSTRIAL EDUCATION IN NEW YORK STATE BASED ON A CONSIDERATION OF THE HISTORY AND DEVELOPMENT OF THE PROGRAM, 1917 TO THE PRESENT. Tunkel, Leon S. New York University. Ed.D. 62-1407. 1961.

915 VOCATIONAL ASPIRATION LEVELS OF ADULTS. Wren, Harold A. Columbia University. 1942.

916 VOCATIONAL REHABILITATION IN MISSOURI, 1945-1950: ITS NATURE, EXTENT, COST AND EFFECTIVENESS. Koch, Norbert. University of Missouri. 1952.

917 A STUDY OF VOCATIONAL REHABILITATION IN A REHABILITATION CENTER. Whitehouse, Frederick A. New York University. 1952.

918 AN ANALYSIS OF THE OCCUPATIONAL ADJUSTMENT PROBLEMS OF YOUNG ADULTS IN ST. JOSEPH COUNTY, INDIANA. Ruff, Eldon Eugene. Purdue University. 63-164. 1962.

919 THE SCHOOL SOCIAL WORKER: AN ANALYSIS OF PRESENT TRAINING PROGRAMS IN RELATIONSHIP TO JOB FUNCTIONS. Rowen, Robert Bernard. Arizona University. 173 p., 1960.

920 EVOLVING CONCEPTS OF INDUSTRIAL EDUCATION IN THE THINKING OF ORGANIZED LABOR. Karnes, M. Ray. University of Missouri. 369 p., 1948.

921 THE RELATION OF SOCIAL CLASS IDEOLOGY TO ATTITUDES IN AN INDUSTRIAL ORGANIZATION. Gurin, Gerald. Michigan University. 347 p., 1956.

6600 Clerical, Sales

922 IN-SERVICE TRAINING PROGRAMS FOR CLERICAL WORKERS: AN ANALYSIS OF THE FORMAL TRAINING PROGRAMS CONDUCTED BY SELECTED BUSINESS FIRMS FOR THEIR GENERAL CLERICAL WORKERS. Wuthenow, Edith Veronica. New York University. Ed.D. 200 p., 1953.

6700 Agriculture, Home Economics

923 SOCIO-CULTURAL PROBLEMS AND THE ROLE OF AGRICULTURAL EDUCATION IN THE UNITED ARAB REPUBLIC. Abdel-Hamid Fawzi Abdel-Aziz. Illinois University. 63-3192. 232 p., 1962.

In the United Arab Republic, many graduates of agricultural schools have not become established in farming. This study was made to (1) examine the factors which affect the decision to enter upon farming, (2) propose the role of social change agent for agricultural education, and (3) provide a general understanding of the role of agricultural education in developing countries. Comparative studies of nine other countries were included. Analysis of two sets of factors was developed in terms of farm land availability, occupational opportunities, social prestige of farming, cognitive dissonance, economic motivation, and social pressure. It was found that the tremendous increase in population without proportionate extension of arable land resulted in land fragmentation, continuous shortage of food, higher rental values, and tremendous increase of the farm labor force. Farming was low in social prestige and power. Agricultural education was not the determinant factor in becoming established in farming. Agricultural education organized around science was recommended for established farmers.

*924 THE HISPANO FARMER'S CONCEPTION OF THE FEDERAL AGRICULTURAL SERVICES IN THE TEWA BASIN OF NEW MEXICO. Apodaca, Anacleto Garcia. Cornell University. 264 p., 1951.

Basic information was sought which would help improve the work being done by the four Federal agricultural services with Spanish-speaking farmers in the Tewa Basin of New Mexico. An attempt was made to determine numbers of farmers who had actually participated in the programs of each agency; who had merely heard about them; and who had neither participated in nor heard about the programs. The author also investigated the farmers' sources of information and their conception of services rendered, including reasons for their opinions on specific program aspects. Similarities and differences in their views were analyzed in relation to age, education, farm size, family size, standard of living, and yearly sales of farm products. In addition, the author tested a procedure for using farmers' reactions in evaluating services by government agencies. Some conclusions were: (1) many farmers have not been effectively reached, but most who have been reached react favorably to the programs and are willing to cooperate further; (2) socioeconomic and educational factors exert varying degrees of influence on farmer participation; (3) programs need to be evaluated and modified so that all segments of the Spanish-speaking farmer population will be reached and effectively involved through procedures tailored to the farmers' felt needs and cultural characteristics.

*925 THE ORGANIZATION AND OPERATION OF THE RURAL DEVELOPMENT PROGRAM IN SELECTED STATES. Duff, Mike. Wisconsin University. 60-3188. 250 p., 1960.

Designed to develop a body of knowledge about the administration of rural development in 4 selected states, this study sought to: (1) describe and analyze the perceptions about the administration of the rural development program; (2) ascertain what relationship existed between the various kinds of perceptions and the existence of problems which interfered with the attainment of specified program objectives; and (3) to develop recommendations which might reduce the number and magnitude of these problems. Data was obtainedfrom several participant categories through individual interviews utilizing an open ended schedule guide. Among the findings were the following: (1) there was a high level of ability of participants to state major objectives, satisfaction with conduct of committee meetings, agreement on main subcommittees used at the county level; (2) there was a low level of knowledge about and performance of a dual role, knowledge and use of permanent steering committees, and planned systematic evaluation. In all 4 states there was a need of greater emphasis on: (1) identification of a dual role; (2) a well defined written set of objectives; (3) a formulated set of operational policies; (4) a greater understanding of the committee system; (5) a built-in system of evaluation; and (6) in-service training of agency personnel.

926 SOME FARM BUSINESS FACTORS DIFFERENTIATING EARNINGS OF FARMERS IN THE MINNESOTA VOCATIONAL AGRICULTURE FARM MANAGEMENT PROGRAM. Granger, Lauren B. University of Minnesota. 272 p., 1958.

Using records of 265 farmers in six regions who were enrolled in the 1956 Minnesota vocational agriculture farm management program, the author evaluated relationships between variations in farm earnings (FEV) and 15 farm business factors. No statistically significant differences emerged between FEV and crop yield; feeding efficiency; livestock per 100 acres; power, machinery, building, and equipment expense per work unit; gross farm receipts per acre; value of fertilizer purchases per acre; or power and machinery costs per acre. However, in all regions, the farm business factor (gross farm expense per dollar received) was significantly related to FEV in five regions. Two factors (gross receipts per worker, total work units) showed significance in four regions; and another (work units per worker) was significant in three. Four other farm business factors were significantly related to FEV in at least one region each.

*927 A CAREER PATTERN STUDY OF SEVENTY-SIX YOUTH FARMING WHO WERE 1957 HIGH SCHOOL GRADUATES IN FIVE SELECTED COUNTIES IN WISCONSIN. Gratebeck, Sanford Hilman. Wisconsin University. 60-5744. 400 p., 1960.

The major purpose of the investigation was to determine and describe the career pattern in farming as it developed with respect to seventy-six 1957 high school graduates in five selected counties in Wisconsin. The investigation was a phase of a longitudinal study which was initiated in the spring of 1956 and which will continue for several years. Data were obtained from questionnaires completed by the youth when high school seniors, and when they were one year, two years, and three years out of high school. In addition, an intensive personal interview was conducted with the 76 youth found to be farming the second year after high school graduation. Supplementary information was also obtained from school records. Seventy-six of the 347 youth studied were farming in 1959 (41 full-time and 35 part-time). The career patterns of the youth revealed that 86 percent worked at home under special arrangements with their parents; eight percent worked away from home for wages; three percent were renter operators; and four percent owned land plus partnerships with their parents.

*928 FORMULA FEED OPERATORS' PERCEPTION OF THE KANSAS AGRICULTURAL EXTENSION SERVICE. Griffith, Paul W. Wisconsin University. 61-2954. 218 p., 1961.

This study examined formula feed operators' perception of the Kansas Agricultural Extension Service program; and the relationships between the independent variables (Extension involvement, education, size of enterprise, years of business and age) and the dependent variable, the operators' perception. Fourteen elements of areas of perception were statistically tested for significant association with the five independent variables. The hypothesis that Extension involvement is associated with the formula feed operators' perception of the Kansas Agricultural Extension Service was accepted for one of the elements of perception, opinion on adequacy of county Extension staff size. The hypothesis that education is associated with perception of Extension was accepted for two of the elements of perception (perception of the county agricultural agent's job, and opinion on degree of specialization needed by county agricultural agents. The hypothesis that size of enterprise is associated with perception of Extension was accepted for one of the elements, the relative importance of the function of providing information of specific problems. The hypotheses that years in business is associated with perception of Extension and that age is associated with perception of Extension were not accepted for any of the fourteen elements.

929 DEVELOPMENT OF AN ADULT-FARMER EDUCATION PROGRAM FOR THE PHILLIPPINES. Habito, Celestino Pabello. Minnesota University. 58-3534. 380 p., 1958.

Development of an adult-farmer education program for the Philippines was the focus of this study. With the use of the most recent available publications and documents relevant to the problem, an extensive review of the various situations currently obtaining in the Philippines pertinent to this study was made. An intensive investigation of the adult-farmer education program in the United States was undertaken with the use of available literature. Particular focus was directed at the practices of reportedly successful teachers in the organizinag, conducting, and evaluating of adult-farmer classes. Between 1907 and 1958 the agricultural education program in the Philippines developed extensively on the elementary, secondary, and college levels. However, at the time of the study, a tremendous technological lag was hampering the efforts to enhance the development of Phillippine agriculture. This situation was reflected in the widespread low average yields of crops and the recurrent shortages in staple foods. Although the Filipino farmer was in a position to partake of numerous advantages not available to him only five years before, there were still a number of serious deterrents residing within both the environment and the farmer himself which influenced agricultural development adversely. The enrivonment of the Filipino farmer had, however, improved much during the previous five years as a result of a progressively successful community development program.

*930 AN ANALYSIS OF FARM MECHANICS KNOWLEDGE AND SKILLS NEEDED BY WISCONSIN FARMERS. Jensen, Arthur Kenneth. Wisconsin University. 61-3119. 135 p., 1961.

The analysis of farm mechanics' knowledge and skills needed by Wisconsin farmers was performed to determine which of the one hundred and forty-three pre-determined mechanical skills were actually being performed, and what attitudes the farmers had towards training as preparation for the performance of these skills. A mailed questionnaire was used to collect data from farmers who cooperated with the Wisconsin Crop Reporting Service. Farmers over fifty-five years of age indicated less need for training than did those uner fifty-five. In the performance of the one hundred and forty-three farm mechanics' skills included in the study there were sixty-three that had been performed by thirty or more percent of the respondents. In forty-one of the skills over fifty percent of the respondents inferred that no training was needed for performance of the skill. The study indicated that there was a need for training for the performance of many skills studied. It pointed out that farmers realized the desirability of training for the performance of ninety-five of the one hundred and forty-three skills analyzed.

931 THE MEASUREMENT OF PERSONNEL DIFFERENCES BETWEEN SELF-SELECTED GROUPS OF ADULT FARMERS IN FARM MANAGEMENT AND ADULT EDUCATION. Joos, Loyal Wilson. Minnesota University. 59-6059. 97 p., 1959.

This study was made to determine whether there are significant and practical differences between three groups of adult farmers: Group I, farmers in Minnesota Cooperative Farm Management Service; Group II, farmers in adult farmers' classes; Group III, farmers who are in neither of the first two groups. The practical aspect of any statistical differences will lie in the field of agricultural education as it is practised with adult farmers. From lists of farmers supplied by vocational agricultural teachers in Minnesota, random samples were drawn. The individual farmers in the samples were interviewed by agricultural teachers to obtain data on nine variables, including intelligence as measured by SRA Verbal Form. The data collected were subjected to a multivariate analysis of variance. No significant differences in means were found except in the variables of age and years of experience. The researcher concluded that this may be interpreted to indicate that curricula and methods used in adult education of farmers are equally applicable to all groups of farmers considered, unless age and years of experience could be considered to be critical factors.

*932 THE ROLE OF THE UNIVERSITY OF MINNESOTA'S NORTH CENTRAL SCHOOL OF AGRICULTURE IN THE FUTURE EDUCATIONAL PICTURE OF NORTHEASTERN MINNESOTA. Matalamaki, William. Wisconsin University. 60-3236. 203 p., 1960.

The role of the University of Minnesota's North Central School of Agriculture in the educational future of the 18 counties of Northeastern Minnesota is the focus of this study. Data were collected by a survey of groups with greater than average knowledge of and interest in the school. Included were: male agricultural agents, public school superintendents, vocational agricultural instructors, the 1958-59 student body of the school under study, parents of the students attending the school in 1958-59, a twenty percent sample of the 500 graduates of the school, a random sample totalling 180 Grand Rapids business and professional people. The study revealed that: (1) all groups, without exception, were very satisfied with the performance of the school; (2) fewer than 50 percent of all the groups studied believed that the school should continue operating as it was; and (3) no group pointed definitely to the area where the school could make its greatest contribution to the educational functions of the area. Among the opinions were the following: operate as an area vocational school; train high school graduates on a terminal non-college credit basis; add training for girls on the same basis as boys; transform the school into a two- or four-year liberal arts college; establish a practical forestry course on a post-high school level.

933 COMPARISON OF AGRICULTURAL EDUCATION AND ADVISORY SERVICES PROVIDED FOR RURAL-URBAN FRINGE FAMILIES IN SELECTED AREAS OF THE UNITED

STATES AND GREAT BRITAIN. Ratcliffe, Russell Spence. Maryland University. Ed.D. 214 p., 1955.

The problem of this thesis was to survey the needs of the rural-urban fringe group for agricultural advice and education. Data were gathered through a survey of two metropolitan counties where rural-urban fringe group in agriculture--Fairfax County, Virginia, and Surrey County, England. Among the conclusions were the following: 1. Farms will continue to decline in size, increase in number; land values and costs of production will continue to rise; larger portions of income will be derived from sources other than farming; type of farming will shift from commercial to non-commercial. 2. Demand upon advisory services will increase because of greater total numbers of individuals in the agricultural population, greater complexity of subject-matter, inefficient operation of fringe area farms, reluctance of fringe operators to retain knowledge and skill provided them and less time available to fringe farmers for engaging in group discussions and demonstrations. Training and experience of advisory workers for fringe areas will require greater preparation in general education and in specific subject-matter fields of interest to fringe farmers. Agricultural adult education for fringe groups has been neglected and needs to be given greater emphasis and scope. There is need for closer cooperation between the advisory and education. Further research is necessary for any other fringe areas surveyed' since no two of them appear to be alike.

*934 ROLE OF EXTENSION SPECIALISTS AND THEIR STATUS IN RELATION TO RESEARCH AND TEACHING PERSONNEL IN AGRONOMY AND SOILS DEPARTMENTS OF THE NORTH CENTRAL REGION. Ringler, Wilber Euroy. Wisconsin University. 58-2575. 207 p., 1958.

This study examined the role of extension specialists and their status in relation to research and teaching personnel in agronomy and soils departments of the North Central Region. Information was obtained from personnel in the seventeen agronomy and soils departments in the land-grant colleges and universities of the region. During the fall of 1956, the author visited each department to obtain the data by group and individual interviews. It was concluded that: (1) in agronomy, extension specialists held lower academic degrees than teaching and research personnel; (2) extension specialists had lower academic rank and received lower salaries than teaching-research personnel with comparable training, age, and years of experience on the job; (3) agronomy personnel believed that there was a substantial difference between the importance and performance of agronomy extension functions; (4) extension specialists did not feel a need for more course work in the social sciences; (5) agronomy personnel favored the physical sciences, English, public speaking, and journalism as highly important and worthy of greater emphasis in the curricula of students preparing for an extension agronomy position; (6)

agronomy personnel in extension, full-time research and teaching-research used the same methods to maintain proficiency in subject matter; and (7) circular letters, extension bulletins and circulars were considered to be the most effective means of disseminating research information to county personnel.

935 METHODS OF ORGANIZING AND CONDUCTING ADULT FARMER CLASSES IN MISSOURI. Robinson, Ferol Macon. University of Missouri. Ed.D. 303 p., 1953.

In a study of methods for organizing and conducting adult farmer classes, data were obtained from 120 Missouri teachers who had taught adult farmer classes in 1951-52 and planned to teach vocational agriculture in 1952-53. Respondents checked practices which they had used and which they expected to continue using to organize and conduct classes. Treatment of the data included teacher ratings by state supervisors and teacher trainers in agricultural education. Most teachers had used the personnel practices, a majority followed practices relating to program planning and classroom techniques, and 47% followed procedures for on-farm instruction. Lesser numbers used the selected practices pertaining to course scheduling, financing of classes, social activities and special features, and program evaluation. Despite the lack of a persistent pattern, it appears that certain practices may be related to teacher success, and that several years of teaching vocational agriculture is not a prerequisite for successfully teaching an adult farmer class.

936 AGRICULTURAL ADUTL EDUCATION PROGRAM IN SASKATCHEWAN. Wiggin, Gladys A. Maryland University. 239 p., 1950.

This study examines the agricultural adult education programs in Saskatchewan. In a series of the studies, the three prairie provinces appear to have selected ethnic groups including the Russian Doukhobors, the German Mennonites, the Mormons, the German Catholics, and the French Canadians. Some of these groups are well represented in Saskatchewan. Their settlement has been characterized by community migration based on families and by strong religious ties interrelated with nationality factors. It is concluded that the various ethnic groups make for greater residential stability because the type of settlement it encourages puts a premium on unity of productivity effort. Less fortunate neighbors are enabled to survive the hardships of early years because they can lean on the community for support. It is further concluded that they have developed social organizations very rapidly. Schools, churches, and other community institutions have been built under pressure from the group and with very little outside subsidy. These groups have proved very resistant to assimilation through governmental departments. An extension worker thinks it is essential that young active farmers be appointed to committees and that members of the committees be made to understand the functions of the committees and how the municipality can be best served. Most agricultural representatives report no particular problems in getting committees underway.

*937 AN EVALUATION OF VOCATIONAL EDUCATION IN AGRICULTURE IN DELAWARE.
Wynder, William Richard. New York University. Ed.D. 61-385.
237 p., 1960.

The underlying purpose of this study was to recommend curriculum adjustments in Vocational Education in Agriculture in Delaware, based on a survey of patterns of farm economy up to 1957, former student opinions, and the occupational status of former students. Questionnaires were sent to 434 former vocational students who were engaged in farming. Personal interviews were conducted with the State Assistant Superintendent in charge of vocational education, the state director of agricultural education, two teacher trainers, eight vocational teachers, and five principals of schools offering vocational agriculture. Findings on the occupational studies of former vocational agricultural students between 1945 and 1954, revealed that 1620 students had been enrolled for one year or more in the Delaware high schools. The general conclusions were: (1) too many students were enrolling in vocational agriculture with very limited or no opportunities to enter farming as an occupation; (2) in many cases, the instruction offered in vocational agriculture was not centered on the students' supervised farming programs and other necessary activities; (3) the state's program of vocational education in agriculture could be strengthened by consolidating the small vocational departments within the three local counties; and (4) a contribution to vocational agriculture could be made through the development of research and information services for vocational agriculture teachers.

*938 EXTENSION WORK IN BRAZIL AND SUGGESTIONS FOR ITS FURTHER DEVELOPMENT.
Crosby, Ella Mae. Cornell University. 59-1191. 213 p., 1958.

The purpose of this study was to assemble ideas and opinions of professional extension workers found in research and reports which might have application to the further development of extension work in Brazil. Themmain sources of data were the Brazilian official census, the official contracts, annual reports, annual plans of work and studies from the various extension and credit organizations of Brazil and the literature of extension in the United States. The literature showed that transportation and communication facilities had to be improved to keep pace with the agricultural practices. The extension reports and the literature emphasized and substantiated the importance of the agricultural progress being accompanied by better education for the rural people. The school statistics indicated and the extension literature pointed out the necessity for all rural people of Brazil to become more interested in education and the working towards better and more adequate facilities for attaining such education for their rural residents. Technical cooperation projects were organized to comply with the Joint Committee's request for a balanced program of improvements in all areas of Brazilian social organization. Evidences taken from the Annual Reports of ACAR showed that the credit program was serving a real need for some families. It was concluded that the reports of the various extension organizations in Brazil were meeting many of the criteria set up in the United States for appraising county extension programs.

*939 AN ANALYSIS OF THE VIEWPOINTS OF FOUR DIFFERENT GROUPS OF PERSONS RELATIVE TO THE ROLE OF FARM MECHANICS INSTRUCTION IN THE VOCATIONAL AGRICULTURAL PROGRAM OF SELECTED WISCONSIN SECONDARY SCHOOLS. Denure, Charles L. Wisconsin University. 62-2238. 166 p., 1962.

Seeking to determine the role of farm mechanics instruction in a stratified random sample of Wisconsin public secondary schools having vocational agricultural departments, questionnaires asking for a scaled judgement of such instruction were sent to the vocational agricultural instructor, the school administrator, a school board member, and three farmers, and another to the instructor for a judgment of the operational level of the programs. Data were analyzed through IBM procedures. Chi-Square was used to test the hypotheses and the Spearman rank order correlation technique was used in relating functional role scores to operational level questionnaire scores. Among the findings were: a general consensus existed among the personnel on shop facilities, but the type of facilities were not significantly related to any differences in the aggregate opinions of the instruction's functions; the type of facilities was significantly to the teacher's opinion of the instruction's functions; the instructor's educational background was significantly related to his judgment of the instruction's functions with graduate courses having a positive influence on perceptions of these; no significant relationship existed between the instructor's perception of the instruction's functions and the amount of time allotted to it; and little relationship existed between the instructor's perceptions and the program's operational level.

*940 A STUDY OF AGRICULTURAL EDUCATION AT SELECTED COLLEGES IN INDIA IN RELATION TO TRAINING NEEDS OF EXTENSION SPECIALISTS. Dahama, Om Prakash. Cornell University. 62-2479. Ed.D. 212 p., 1962.

This study evaluated existing agricultural training programs in a selected group of Indian colleges at the undergraduate level through questionnaires sent to the principals and teachers and interviews with Indian extension specialists and American experts who had been associated with Indian extension programs. It was found that the teacher-student ratio was very high and the colleges needed financial support to reduce it. Teachers had limited pay scales, tenure, and other fringe benefits and needed in-service and advanced training to keep up with advancements. Student problems included lack of: hostel accomodations, financial aid, part-time work, and good job prospects. It was suggested that selection preference be given to students having agricultural background and aptitude and that student government be more effectively utilized. The colleges needed to establish extension divisions which associated college teaching with village life. Curriculum expansion was needed in the areas of rural sociology, psychology, and extension education with more opportunity for electives. Calender changes needed included a reduction of unnecessary holidays and more coordination of winter vacations and crop operations. Examinations should be internal instead of external and the lecture method replaced by more modern methods.

941 A STUDY OF THE VOCATIONAL AGRICULTURE ADULT EDUCATION PROGRAM AS CONDUCTED BY THE TEXAS EDUCATION AGENCY ADULT EDUCATION SPECIALISTS. Holt, Oris M. Houston University. Ed.D. 63-1090. 232 p., 1962.

Teachers of vocational agriculture in local school districts who had sponsored short courses held by Texas Education Agency Adult Education Specialists were surveyed to determine the effects these courses had on the adult and young farmer programs. Characteristics of programs before and after the short courses, the extent to which short courses influenced teachers to conduct such programs, how they were used, how they helped vocational agriculture teachers and young farmers, and the type of farm instruction desired were studied. Data indicated that programs conducted prior to sponsoring short courses met more frequently as problems arose than at regular intervals throughout the year. Short courses influenced program planning and resulted in more intensified training, improved teaching, and recognition of the teacher as an agricultural leader in the community. The adult and young farmer respondents indicated that short courses were valuable and that the subject taught met their needs. Respondents preferred the short, intensive type of program. All vocational agricultural teachers who were not conducting organized educational programs prior to sponsoring short courses had initiated such programs or planned to do so.

942 A STUDY OF THE EFFECTIVENESS OF THE INSTITUTIONAL ON-FARM TRAINING PROGRAM IN OHIO, WITH IMPLICATIONS FOR FUTURE PROGRAMS IN ADULT EDUCATION. Lintner, Julius Harold. Ohio State University. 58-792. 403 p., 1952.

The study was first attempt on a state-wide basis to determine the effectiveness of the Institutional On-Farm Training Program in the light of its objective after five years of operation, with a view to pointing the way for modifying it in the ensuing years and applying its successful features to the young farmer and adult farmer programs taught by regular instructors of vocational agriculture. A questionnaire was developed, and sent with a letter of instruction to a group of veterans. The following conclusions were among those drawn: 1. The Institutional On-Farm Training Program had achieved its objective of establishing veterans in farming in about 60 percent of the cases. 2. There was a reasonable prospect that possibly 50 percent of the veterans not farming would return to the farm either on a part-time or full-time basis whenever conditions permitted. 3. Veterans who were not owners at the time they entered training were able to advance in farming arrangement status in almost 50 percent of the class. 4. Establishment in farming was possible regardless of selected personal factors. None of the selected personal factors, e.g., age or farming experience at time of entry into training, appeared to be absolutely accurate in determining which veterans should be approved for training. 5. The degree of establishment in farming among the land-use areas generally followed the agricultural and economic potential of the land-use areas in the order Area I, Area II, and Area III. 6. Both the size and the quality of farming operations were reasonably satisfactory to more than three-fourths of the veterans engaged in farming. A sizable group of veterans would be willing to pay a moderate annual fee, but any program providing on-farm instruction similar to institutional on-farm training, would require financial support beyond student contributions.

*943 COMMERCIAL COTTON FARM OPERATORS' PERCEPTION OF THE CALIFORNIA AGRICULTURAL EXTENSION SERVICE. Lawson, Winfred Mathis. Wisconsin University. 59-3203. 217 p., 1959.

The purpose of this study was to determine what kind of picture was carried in the minds of commercial cotton farm operators regarding the California Agricultural Extension Service. The study had two principal objectives; to describe the commercial cotton farm operators' perception of the California Extension Service; and to explore the relationships between the respondents' perception of extension and the variables of Extension involvement, education, size of farm, age, and tenure. Information was gathered in the fall of 1958 from a stratified random sample of 349 farmers who grew more than 25 acres of cotton in 1958 in the eight cotton-growing counties in California. Among the cotton farm operator's perception of extension were the following: (1) a relatively small percentage of commercial cotton farmers understood the organization of the California Extension Service fully; (2) commercial cotton farmers wanted extension to continue to help them solve their immediate problems; (3) in addition to help with specific everyday problems commercial cotton farmers wanted more help with problems which went beyond the farm gate: and (4) commercial farmers were willing to "share" Extension's time with non-farm families on a limited basis and thought that providing educational assistance to commercial firms and farm organizations was an efficient use of Extension's time. Involvement was significantly related to respondents' perception of Extension in the case of understanding Extension's purpose, evaluation of most helpful method, and appraisal of Extension's value.

*944 PROCEDURES FOR IMPROVING THE USE OF PUBLICATIONS IN THE COMMUNICATIONS PROCESS BY PROFESSIONAL LEADERS IN AGRICULTURAL EDUCATION Miller, Howard Leland. Ohio State University. 60-776. 361 p., 1959.

This study focused upon procedures for improving the use of publications in the communications process by professional leaders in agricultural education. The data showed that teachers and extension workers received an average of more than three thousand publications a year, and maintained reference files ranging from fewer than two hundred to more than 5,000 titles. A sample of 183 teachers and agents in 18 states rated publications as their most important single source of information. Both teachers and agents were generally better informed about state publications than about those of federal agencies. Extension workers, in the main, had well-defined policies for securing publications, but many were not following these suggested procedures. Teachers were less aware of available publications, normally had fewer copies as references, and reported more diverse methods of obtaining publications. Despite the great number of publications received by field workers and the imposing amount of available information in agriculture, many leaders said that their information was inadequate for conducting satisfactory educational programs. The study suggested procedures for improving awareness of publications and of methods of procuring informative materials.

945 SOCIAL SOLIDARITY AND DIFFERENTIAL ADOPTION OF A RECOMMENDED AGRICULTURAL PRACTICE. Fosen, Robert Harlan. Cornell University. 108 p., 1956.

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6750 Benchwork

980 TEACHER-DEMONSTRATIONS VERSUS SHOP ACTIVITIES IN THE TEACHING OF ELECTRICITY: AN EXPERIMENTAL COMPARISON. Johnston, John L. University of Missouri. Ed.D.

981 DUTIES AND REQUIREMENTS OF PERSONNEL WHO WORK WITH ELECTRONIC DEVICES IN MANUFACTURING INDUSTRIES. Turner, Robert Errett. University of Missouri. Ed.D. 24364. 1957.

6860 Business Education

*982 A MOTION STUDY FOR THE DESIGN AREA OF THE RETAIL FLOWER SHOP. Fox, Raymond Thomas. Cornell University. 20, 409. 125 p., 1956.

The general purpose of this study was to see how the layout of the design area affected the movements of the designer. In order to have definite examples of existing flower shop conditions, a survey of florists within a 50-mile radius of Ithaca, New York, was taken. It was found that poor planning in layout of the flower shop design area resulted in lost motion in every case. At the same time, if the shops were revised to include a well stocked design table, motion was considerably decreased in all cases. In replanning the layout of the flower shop, the most fixed feature was the built-in refrigerator. To conserve motion the design table had to be placed as close as possible to the storage refregerator. Other featrues which had to be given basic consideration in the layout of the design area were the placement of stock containers, suffing, sink, ribbon supplies and delivery table. The delivery table should accommodate all materials regularly used in the design function. A complete storage unit to house supplies for an entire day's work was needed. While the revised shops did not have the maximum motion economy, they formed a composite which resulted in the maximum notion economy with the least amount of change. Labor was the biggest expense in the flower shop.

983 A STUDY OF THE PHENIX COLLEGE PROGRAM FOR ADULTS WITH SPECIAL REFERENCE TO BUSINESS EDUCATION. Asmus, Ralph C. Columbia University. 1955.

984 A PROPOSED PROGRAM OF BUSINESS EDUCATION FOR THE MINISTERIAL STUDENTS OF THE LUTHERAN CHURCH - MISSOURI SYNOD. Walz, Edgar Karl. Indiana University. Ed.D. 228 p., 1961.

6900 LIBERAL EDUCATION

985 CHARACTERISTICS OF CREATIVE WORK BY ADULTS IN THE VISUAL ARTS. Davis, Helen Marie Boyersmith. Denver University. Ed.D. 61-6597. 172 p., 1961.

The purpose of the study was to identify characteristics of the creative work by adults in the visual arts done as an avocational activity. Data from 34 products were assembled from Product-Description Forms, colored photographs of the products, and Check Lists of Characteristics filled out by a jury of five art educators. The data were analyzed for the purpose of identifying common characteristics in media, size, color, subject matter, organization, and expression of the creative products. Results of the study revealed that in the products used in the research there were some common characteristics. In media, the use of materials which were adaptable to the development and production of practical and utilitarian products; materials which were uncomplicated in methods of technique and which were easy to manipulate in the formation of a creative product; materials which were stable and not subject to external forces and changes over which the creator had little or no control; materials which were currently popular in decoration or personal attire. In physical dimensions, those which followed the prevailing dimensional style of similar commercial utilitarian objects. In content, uninteresting, trite, insensitive content in mosaics; imaginative, interesting, and sensitive content in handbuilt ceramics. In technique, cautious technique in mosaics, confident technique in handbuilt ceramics. In expression, a lack of individuality, stereotyped, common, or imitative expression in mosaics; a creative, distinctive personal expression in handbuilt ceramics.

986 A STUDY OF THE LEISURE-TIME ACTIVITY PATTERNS OF ADULTS. Hadley, Loren S. Ohio State University. 214 p., 1941.

The study analyzed the leisure interests and pursuits of selected groups of adults with respect to personal and socioeconomic differences. The writer selected groups which, because of such factors as documented interest in leisure activities, social status occupational background, and connections with social and recreational programs, were expected to show "ideal" use of leisure time or else have problems in this area. Although such factors as age, sex, education, occupation, professional status, and favorable opportunities influenced group patterns, individual differences within groups far outweighed differences between groups. Expressed leisure interests ranged from ten to 140. How adults spent leisure time was determined less by their own interests than by what was available and (more probably) by what their friends did. Age brought a pattern of sedentary, monotonous recreations, although there were notable exceptions. These and other findings showed a need for space and facilities, for trained leaders and guidance, and for a shift in school emphasis toward more activities which can be enjoyed for indefinite periods.

987 THE MEASUREMENT OF EDUCATIVE BEHAVIOR AND ITS RELATIONSHIP TO THE LEISURE SATISFACTIONS OF COLLEGE ALUMNI. Ingham, Roy John. Chicago University. 142 p., 1963.

The Leisure Activities Index was developed to measure educative behavior and was used to study the relationship between leisure satisfaction of adults and the extent to which they engaged in educative behavior. Five different groups established norms for the index: college graduates, noncredit university students, part-time credit students, high school teachers, and full-time graduate students. Information on educative and leisure satisfactions of autonomy, creativity-talent, and leisure complementary to work was collected from 682 alumni by mailed questionnaires. It was found that alumni who majored in liberal arts or had graduate degrees engaged in educative behavior more than those who majored in preprofessional curriculums or received only bachelor's degrees. Implications for education of adults and youth are made. The appendixes include the leisure activity check sheet, interview from, and attitude inventory.

988 CITIZENSHIP EDUCATION IN THE UNITED STATES. McGonagha, Glenn Lowery. Ohio State University. 337 p., 1942.

In a dissertation on how to prepare Americans for a democratic society, the author discussed basic considerations affecting civic education in the United States, prevalent ideas of citizenship before modern democracy, the nature of our democratic society, the nature of the individual, social values affecting the educational scene, and the place of social studies in general education. Current proposals for curriculum organization were surveyed, and a proposal was made for a social studies synthesis containing curriculum suggestions based on a social process framework. (These suggestions pertain to adjustment to the external physical world, biological continuance, human motivation, cultural continuity and change, personality development, and how to operate and develop agencies of social organization.) Finally, the author described and evaluated a community school program of citizenship training in a Pennsylvania steelmaking city. Indications were that civic education should be characterized by a flexible body of educational content, the method of reflective thought, commitment to democratic principles and the study thereof, use of the social process approach, and the obiligation of each civics teacher to implement within a common framework the program best suited to the needs of his particular pupils.

*989 EXPERIMENTS IN METHOD IN ADULT EDUCATION. May, Elizabeth Echhardt. Columbia University. Ed.D. 270 p., 1937.

Conducted at Oglebay Park, Wheeling, West Virginia, this project sought to use adult leisure interests as the starting point for cultural education, to turn various features of the park's existing program into an ongoing educational effort, and to demonstrate possibilities in the informal approach to adult education. Exhibits, nature study, music, committee organization, and folk arts were selected for the experiment. Other features of the park program--forestry, art colony, playground day camp, dramatics, handicrafts, family camps, mothers' clubs, and such--were influenced by the project. Perhaps the most important outcome was that the project helped staff members to use better methods in their respective programs. They learned the value of knowing what programs were already underway before starting something new, and of letting those who are supposed to benefit by a program take part in making it. Oglebay Institute staff members also learned to pay more attention to objectives before starting a program, and gained ideas for designing an educational process based on adult interests.

*990 CHARACTERISTICS AND LEISURE TIME INTERESTS OF RURAL HIGH SCHOOL BOYS AND GIRLS IN GEORGIA ESPECIALLY RELATED TO 4-H PROGRAM

BUILDING. Walton, Tommy Laurice. Cornell University. Ed.D. 62-5836. 162 p., 1962.

A survey was made of students in rural and suburban high schools in Georgia for determining characteristics and leisure time activities. The objective of the study was to assess how youth educational institutions, particularly the 4-H Club, may make a greater contribution to the development of the increasing suburban and rural non-farm youth by studying carefully the contents of their programs and making needed adjustments. Some of the characteristics studied are: amount of time spent out of the classroom; membership in organizations in, and outside, school; leisure time activities; activities the students enjoyed most or wished to learn; and the feeling of respondents toward the opportunity to belong to a 4-H Club. Nearly 26% of respondents belonged to no school organization and about 35% did not belong to any out of school organization. The study indicated that adjustments needed to be made in the programs of existing youth organizations so as to attract young people who do not belong to any organization. (The questionnaire is included in the appendix).

*991 ADULT EDUCATION IN THE LIBERAL ARTS COLLEGE. Crimi, James E. Chicago University. 4480. 278 p., 1959.

After obtaining an answer to the question of whether liberal arts colleges were engaged in adult education, the researcher focused upon the following aspects of adult education work: objectives, organizing structures, subject-matter content, and evaluation. An interview schedule was developed and used to interview personnel from a rough cross-section of the total group of independent liberal arts colleges. The highest incidence of adult education was found in colleges in cities of 60,000 to 500,000. Probably the most significant reason advanced for liberal education was the conviction that the whole concept was in need of reappraisal and redefinition in the light of the needs of contemporary society. Sociological and psychological factors were given as secondary reasons on some campuses. In every college the adult program was described as a tremendous public relations asset in the community. It was found that no college in this study was making use of systematic studies of adult functions or adult needs in program planning. Courses in the liberal arts--the humanities, social and behavioral sciences, the natural sciences, and mathematics--accounted for about two-thirds of the total credit offerings of these colleges. Business education accounted for more courses than any other single academic department. Teacher education was the other major area in which credit work was offered. The non-credit adult education included liberal education, religious education, business and industrial education, community improvement, hobbies, crafts, recreation, and miscellaneous activities.

992 CLASSROOM DEMOCRACY FUNCTIONALLY DEFINED AND MEASURED. Dalton, Mary Beatrice. Washington University. Ed.D. 159 p., 1949.

A study was conducted to determine the degree of classroom democracy in typical fifth-grade and sixth-grade groups; whether elementary schools are fulfilling their functions as educative agencies in a democratic social order; what philosophy of education teachers hold; and the amount of consistency between democratic philosophy and practice. Pupils were given a special questionnaire based on criteria established in terms of democratic concepts; another democracy questionnaire was administered to teachers. Major findings and conclusions were: (1) existing practices are more nondemocratic than should be expected in an agency having responsibility for developing democratic citizens; (2) the degree of classroom democracy varies greatly among classes; (3) not all elementary schools are fulfilling their function in the area of democratic living; (4) many teachers profess not to have a democratic philosophy of education, while others seem to believe strongly in democratic practices; (5) actual practices tend to be inconsistent with expressed philosophy.

993 THE DEVELOPMENT OF THE CULTURAL ARTS PROGRAMS IN THE EXTENSION SERVICES AT THE UNIVERSITY OF WISCONSIN. Gee, Ronald Callaway. Wisconsin University. 58-804. 590 p., 1958.

This study traced the growth of cultural art programs created and developed by the University Extension Division and the College of Agricultural Extension Service. Data were collected from records in departmental and bureau files and scrapbooks, in divisions, and in the archives of the University. From simple beginnings, services in the cultural arts grew into broad community programs which sought to improve individual skills, standards, and tastes in the various art media. Programs were created by the Bureaux of Community Music, Community Music and Drama, and Dramatic Activities, the Rural Art Project, the Wisconsin Idea Theatre, the Rural Sociology Extension, and the Extensio Division Departments of Art and Music. Formalized extension services in drama and music were begun before World War I, but educational programs in these fields have not been continuous. The graphic art and creative writing programs were started at a later date. Programs varied from year to year, depending upon the leadership, funds made available for specific programs, and the changing currents of popular interest and appeal. These programs were not always effective, but the university demonstrated its faith in the eventual results of the program by encouraging the creation of new services in the hope of finding those programs which would serve best the developing needs of the residents of the state.

994 THE IDEAS AND OPERATIONS OF THE CULTURAL ACTIVITIES PROGRAMME OF UNESCO (1945-1952) IN THE CONTEXT OF THE UNESCO PROGRAMME AS A WHOLE. Levison, Melvin Erwin. Columbia University. 58-2238. 488 p., 1958.

This study was concerned with the ideas and operations of the cultural activities programme of UNESCO (1945-1952) in the context of the UNESCO programme as a whole. The Organization, from its beginning, faced the difficulties of other United Nations Agencies, plus that of developing a programme suitable to its unique role. From 1945 through 1952, UNESCO, under two Directors-General with different outlays, was hemmed in by limited budgets and harrassed from all sides as it strove to develop a series of programmes reflecting its ideals. The Cultural Activities Programme of UNESCO (CAP) was one of the five major areas of the UNESCO Programme. Subdivided into programmes for Arts and Letters, Philosophy and Humanistic Studies, Libraries and Museums and responsible for almost half the UNESCO projects, the CAP was laboring toward an ecumenic but practicable programme during the seven years covered by this study. Not until late 1947 did it launch its first uncorrelated activities. As its activities expanded, the CAP, except for certain Libraries and Museums projects, was never given prominence in the UNESCO Programme as a whole, but was gently sidelined by the emphasis, under Julian Huxley, on the Natural Sciences, and under Torres Bodet, on Fundamental Education and Technical Assistance. Despite such hardships, the CAP made some notable achievements. Frailest of the CAP subdivisions, the Philosophy and Humanistic Studies Programme, nevertheless, could point to the establishment of the International Council for Philosophy and Humanistic Studies, the "umbrella organization," which, with UNESCO's assistance, stimulated and sponsored such activities as the convening of philosophic discussions, the analyses of fundamental philosophic concepts, the comparative study of cultures, the launching--despite initial opposition--of a Scientific and Cultural History of Mankind, and the convening of an East-West Conference at New Delhi in 1951 which treated "The Concept of Man and the Philosophy of Education in East and West." The Libraries and Museums Programmes, because of their practicality and concreteness, unlike the other two CAP subdivisions, operated with some success from the very beginning of UNESCO's existence, contributing to the CAP and other areas of the UNESCO Programme.

*995 FACTORS RELATED TO THE DEVELOPMENT OF LIBERAL ADULT EDUCATION ACTIVITIES IN SELECTED PUBLIC SCHOOL SYSTEMS OF NEW YORK STATE. Snow, Robert H. Syracuse University. 58-7243. 229 p., 1958.

Distinctive elements in the organization and administration of public school adult education programs emphasizing liberal studies, were identified. Paired groups of adult education programs were selected, representing extreme contrasts in program emphasis but equated on the basis of program size. Programs were chosen from the 1955-56 adult education reports from all school districts in New York State. Official records, a questionnaire, and interview were used to collect additional data. The findings indicate a positive relationship between emphasis on liberal studies and the following factors, among other, --wealth of a school district, rate of adult teachers' pay, administrative time allotted to adult education, maintenance of cooperative activities, and extent of professional judgment reflected regarding courses included in the adult education program. Other factors which are not as strongly related are included.

996 POWER AND INFLUENCE IN A CHANGING SUBURBAN COMMUNITY. Smith, Ted Clifford. University of Utah. 201 p., 1958.

997 THE BONUS MARCH OF 1932: A STUDY OF DEPRESSION LEADERSHIP AND ITS LEGACY. Sneller, Maurice Paterson, Jr. University of Virginia. 341 p., 1960.

998 ADULT EDUCATION AND THE SOCIAL SCENE. Kotinsky, Ruth. Columbia University. 1933.

999 REFERENCE GROUP THEORY AND VOTING BEHAVIOR. Kaplan, Norman. Columbia University. 297 p., 1955.

1000 ADULT EDUCATION AND DEMOCRACY IN AMERICA: A SOCIO-PSYCHOLOGICAL APPROACH. Katona, Arthur. University of Wisconsin. 1938.

1001 THE D.A.R. AS A PRESSURE GROUP IN THE UNITED STATES: A STUDY WITH SPECIAL REFERENCE TO ITS EDUCATIONAL ACTIVITIES. Oliva, Anthony T. Columbia University. Ed.D. 293 p., 1953.

1002 AMERICAN CULTURE AND AUTHORITY: A CRITICAL ANALYSIS WITH SOME IMPLICATIONS FOR EDUCATION. Pulliam, Aubrey Lloyd. Michigan State University. Ed.D. 691 p., 1956.

1003 THE IMAGE OF NEW YORK CITY IN MODERN DRAMA: MATERIALS FOR AN ADULT EDUCATION COURSE STRESSING THE INTERPRETATION OF LITERARY SYMBOLS. Raffaniello, William F. Columbia University. 1959.

1004 COORDINATED EDUCATIONAL PROGRAM FOR CANDIDATES FOR NATURALIZATION. Morey, Victor Pinkerton. University of Nebraska. 1944.

1005 CITIZENSHIP EDUCATION IN THE UNITED STATES. McConagha, Glenn Lowery. Ohio State University. 1942.

1006 CULTURAL CLASSES IN A PLANNED COMMUNITY: A STUDY OF SOCIAL ORIGINS AND SOCIAL ACCOMMODATION. Field, George Albert. University of Pennsylvania. 289 p., 1954.

1007 THE ATTITUDES OF THREE PATRIOTIC SOCIETIES TOWARD EDUCATION IN MICHIGAN, 1870-1950. Unger, Paul. University of Michigan. 191 p., 1954.

1008 RECREATION PLANNING FOR LEISURE BEHAVIOR: A GOAL-ORIENTED APPROACH. Gans, Herbert Julius. Pennsylvania University. 812 p., 1957.

1009 THE SOCIOLOGY OF STRATIFICATION: A THEORY OF THE POWER STRUCTURE OF SOCIETY. Kelley, John Drenan. Louisiana State College. 512 p., 1961.

1010 AN ANALYSIS OF SOME CONCEPTS OF CITIZENSHIP EDUCATION. Lewenstein, Morris Robert. University of Illinois. 188 p., 1953.

1011 ECONOMIC DOMINANCE AND PUBLIC LEADERSHIP: A STUDY OF THE STRUCTURE AND PROCESS OF POWER IN AN URBAN COMMUNITY. Schulze, Robert Oscar. Michigan University. 407 p., 1956.

1012 THE INFLUENCE OF MUSIC EDUCATION AND PRIVATE STUDY ON ADULT INTEREST IN MUSIC IN TWO SELECTED COMMUNITIES. Falkner, Kenneth W. State University of Iowa. 23729. 1957.

1013 AN EVALUATION AND RECOMMENDED DEVELOPMENT OF THE MUSIC EDUCATION PROGRAM AT CAPITAL UNIVERSITY. Taylor, Guy Gene. 59-6650. Ohio State University. 1954.

1014 A DESCRIPTIVE STUDY OF THE PROGRAMS UNDERTAKEN BY THE RIVERSIDE NEIGHBORHOOD ASSEMBLY TO FURTHER DEMOCRATIC INTEGRATION ON THE WEST SIDE OF MANHATTAN. Chartock, Sarah K. New York University. Ed.D. 25490. 1957.

1015 DEMOCRATIC EXPERIENCE AND EDUCATION IN THE NATIONAL LEAGUE OF WOMEN VOTERS. Brumbaugh, Sara B. Columbia University. 1947.

1016 A NOVEL AS A PRO-INQUIRY: A CRITIQUE OF SOME ADULT VALUE-CONFLICTS CONDITIONED BY EDUCATION. Pritchard, John Wallace. Wayne State University. Ed.D. 58-1183. 1957.

6950 HEALTH, MENTAL HEALTH

1017 EVALUATING THREE WAYS OF USING A TELEVISED DENTAL INFORMATION PROGRAM WITH PARENTS OF PRESCHOOL CHILDREN. Stephens, Darleen Bell. Georgia Peabody College for Teachers. Ed.D. 315 p., 1961.

This study evaluated three ways of using a 30-minute televised dental information program with parents of children who would enter the Davidson County, Tennessee, schools in September 1959. The criterion of success was that parents would take their preschool children to the dentist within sixty days after the telecast. Experimental viewing situations involved 45 parents who viewed the program in an individual setting, 45 members of free-discussion groups who engaged in spontaneous discussion after the telecast, and 41 members of a study-discussion group who participated in a planned discussion period with a discussion leader after the broadcast. No significant relationship emerged between the mode of viewing and parents' subsequent behavior. However, the following background factors had significance: (1) age of parent; (2) number of school-age children in the family; (3) length of time since parents had taken their preschool children to the dentist. Some other findings and conclusions were: (1) the mode of viewing bore no significant relationship to the extent to which parents obtained dental care for preschool children within sixty days; (2) methods of notifying parents (preferably a combination of written invitations, telephone calls, and face-to-face contacts) make a difference in subsequent behavior; (3) parents tend to prefer parent education programs which use study-discussion groups; (4) expressed participant satisfaction does not necessarily result in use of knowledge gained.

*1018 A PARTICIPATION TRAINING PROGRAM IN A MENTAL HOSPITAL: AN EXPERIMENT IN ADULT EDUCATION. McKinley, John. Indiana University. Ed.D. 60-3007. 284 p., 1960.

To determine the extent to which the patients' needs for feelings of self-worthiness, acceptance, and ability to communicate were being met in a mental hospital, 20 one-hour sessions of group discussion were conducted and participants rated on 28 criteria before and after the training program. Twenty-two male participants ranged from 60 to 82 years of age. Ten participants, Group O, had diagnosed organic illnesses with mental aberrations; 12

participants, Group F, had diagnosed functional mental illnesses. Participants in Groups O and F and in the two groups combined made positive statistically significant gains at the five percent level of significance. In Group O, participants who had the higher mean ratings at the start of the experiment tended to make larger positive gains than did the participants in Group O who had the lower mean ratings at the start. In Group F, participants who had the lower mean ratings at the start of the experiment tended to make larger positive gains than those who had the higher mean ratings at the start. In terms of rating scale units, the participants in Group F had larger mean gains per participant than did the participants Group O. The conclusions were provisional because of inadequate control variables.

*1019 A CASE STUDY OF THE TAOS COUNTY, NEW MEXICO, COOPERATIVE HEALTH ASSOCIATION. McMichael, Morris Harry. Ed.D. 20,080. 279 p., 1956.

The purposes of this study were to: (1) discover and analyze factors which contributed to failure of the Taos County Health Association, and (2) attempt to ascertain systematically the most desirable sequence of actions necessary to help a minority ethnic group, like the Spanish-Americans of Taos County, achieve changes in health practices. Three avenues of research were followed: (1) analysis of reports compiled by the association, (2) interviews with personnel who were influential in organizing and administering the project, and (3) interviews with 200 former members of the association. The following were among the conclusions: (1) the Spanish- and English-speaking people of Taos County held different concepts concerning health; (2) the association was based on Anglo-American concepts of medical care and practice; (3) proper use was not made of the established clinics; (4) funds granted by an outside agency resulted in an artificial stimulus for a cooperative community enterprise; (5) insufficient time was spent by the administration to educate the people with the new health program; (6) a continual educational program was not present; (7) there were inadequate communication facilities; (8) there was not sustained leadership at all times; (9) there was a wide cultural gap between the Spanish- and English-speaking people concerning factors other than health concepts; (10) World War II affected the efficiency of the personnel and operation of the health association; (11) membership fees were inadequate to support the association after it was established; (12) the fee basis was not thoroughly planned; and (13) evaluations were not made at regular intervals.

*1020 THE PROFESSIONAL DIRECTOR OF A HOSPITAL VOLUNTEER DEPARTMENT. Hardwicke, Jane Steeves. Columbia University. Ed.D. 124 p., 1962.

This project was undertaken to inspect the role and functions of a director of hospital volunteers, indicate the director's responsibilities as an adult educator, and suggest the almost unique possibilities arising from the nature of hospital volunteer directorship for making a vital contribution to the democratic process. Relationships involved in the director role were discussed, followed by how the role developed and what it entails, relevant organizational factors (decision-making, services, administration, etc.), and responsibilities toward the hospital, the volunteers, and the community at large. Physical facilities and other features of the departmental setup were noted. Finally, advice was offered on finding and selecting volunteers, making volunteers useful, and keeping them satisfied.

1021 ALCOHOLICS ANONYMOUS: AN EVALUATIVE STUDY. McAfee, William Taylor. University of Chicago. 247 p., 1952.

The author studied Alcoholics Anonymous (AA) as a mutual therapy for alcoholics (in this instance, men). Data were collected primarily on members' cycles of experience basic to the onset and exacerbation of alcoholism, and on their evaluations of aspects of the AA program directed toward changes in one's basic experience (including self-appraisals of attitudinal and behavior changes). Four experiences were found to be central to the exacerbation of alcoholism and its subsequent remission through AA membership: (1) the loss and recovery of control over one's desire to drink; (2) personal disintegration changing to personal reintegration; (3) perception of rejection by others changing to a sense of acceptance; (4) social isolation giving way to social participation. Basic program elements consisted of facilitation and reinforcement of the decision to abstain; fell-wship based on the shared problem of alcoholism; a universally valid way of life adapted to alcoholics; an approach to God adapted to the alcoholic; and social responsibility for carrying the AA message to other alcoholics. A sample of AA members was analyzed by members' ages, marital status, education, length of membership, and occupation, with emphasis on differences between manual and nonmanual occupations of members. The distinctive responses and characteristics of AA absentees were also touched on.

1022 REVERENCE GROUPS AND RECOVERY FROM MENTAL ILLNESS. Whatley, Charles Dewey, Jr. Tulane University. 164 p., 1958.

1023 THE EFFECTS OF PHYSICAL TRAINING UPON THE TOTAL SERUM CHOLESTEROL LEVELS IN ADULT MEN. Golding, Lawrence Arthur. University of Illinois. 59-515. 1958.

1024 PROGRESSIVE CHANGES IN THE PHYSICAL FITNESS OF AN ADULT MALE DURING A SEASON OF TRAINING FOR COMPETITIVE SWIMMING. Heusner, William W., Jr. University of Illinois. 15218. 1955.

1025 PHYSICAL FITNESS AND PERFORMANCE OF A MEDICALLY HEALTHY GROUP OF ADULT MALES OF MONGOLOID AND MELANESIAN RACIAL ANCESTRY. Wear, Robert Edward. University of Michigan. 12665. 1955.

1026 IMPROVEMENT IN PHYSICAL FITNESS OF TWO MIDDLE-AGED ADULTS. Pohndorf, Richard H. University of Illinois. 23371. 1957.

1027 A BALLISTOCARDIOGRAPHIC INVESTIGATION OF CARDIAC RESPONSES TO PHYSICAL TRAINING WITH A SELECT GROUP OF ADULT MALES. Knowlton, Ronald G. University of Illinois. 61-4329. 1961.

1028 HEALTH EDUCATION FOR THE AGING AS A FUNCTION OF CERTAIN OFFICIAL AND VOLUNTARY HEALTH AGENCIES IN NEW YORK CITY. Kenyon, Seymour M. Columbia University. 1954.

1029 ROLE CONSENSUS AND DISHARMONY IN HOSPITAL WORK GROUPS. Haas, John Eugene. University of Minnesota. 178 p., 1957.

1030 AN INVESTIGATION OF THE EFFECTS OF PHYSICAL TRAINING ON CARDIOVASCULAR COMPONENTS IN THE ADULT MALE. McAdam, Robert Everett. University of Illinois. 15242. 1955.

1031 THE ADULT EDUCATION PROGRAM AT GOLDWATER MEMORIAL HOSPITAL. Gall, Elena Discepolo. Columbia University. 1949.

1032 ALCOHOLICS ANONYMOUS: A STUDY IN SOLIDARITY. Hoggson, Robert L. Fordham University. 1952.

1033 A STUDY OF IMPORTANT STIMULI IN THE LIVES OF MEN WITH LUNG CANCER. Peoples, Landon Crocker. University of Tennessee. 151 p., 1961.

1034 GUIDELINES FOR A PROGRAM OF HEALTH EDUCATION FOR ADULTS IN PUBLIC COMMUNITY COLLEGES. Skinner, Clarence W. Columbia University. 1960.

1035 THE APPLICATION OF Q METHODOLOGY IN INVESTIGATING CHANGES IN SELF AND IDEAL-SELF AS A RESULT OF A MENTAL HEALTH WORKSHOP. Bower, Eli Michael. Stanford University. Ed.D. 255 p., 1954.

1036 PHYSICAL FITNESS CHANGES IN ADULTS ATTRIBUTABLE TO EQUAL PERIODS OF TRAINING, NON-TRAINING AND RE-TRAINING. Phillips, Everett, Jr. University of Illinois. 60-1676. 1960.

1037 AN INVESTIGATION OF THE INDIVIDUALITY OF RESPIRATION PATTERNS IN THE HUMAN ADULT. Molyneaux, Silas D. Cornell University. 20419. 1956.

1038 A STUDY OF TELEMETERED HEART RATE DURING SPORTS PARTICIPATION OF YOUNG ADULT MEN. Kozar, Andrew J. University of Michigan. 61-6382. 1961.

1039 A DESCRIPTIVE STUDY OF THE ORGANIZATIONAL AND INSTRUCTIONAL PROCESSES USED IN AN EXPLORATORY CLASS FOR AGING HOSPITALIZED PERSONS. Kreuter, Mortimer. Columbia University. 1960.

1040 PERSONAL CONSEQUENCES OF THE STRESS ON ACHIEVEMENT IN AMERICAN SOCIETY. Jarrett, William H. Michigan State University. 123 p., 1961.

See also: 5000 Mentally disabled; 5025 Physically disabled.

7000 HOME, MANAGEMENT, CONSUMER EDUCATION

1041 A STUDY OF TEACHERS' CHOICES OF OBJECTIVES AND METHODS FOR TEACHING ADULTS IN HOMEMAKING. Rhodes, Kathleen. Cornell University. 199 p., 1950.

A booklet was constructed to measure ideas about teaching adult clothing, food, and child study courses. The 133 respondents were experienced teachers and extension agents and inexperienced undergraduate and graduate students in home economics education. The booklet measured choice of objectives (learner or task centered), and teaching method (authoritarian, democratic, or laissez faire). An additional questionnaire and sociogram collected cultural and educational background. It was found that objectives and methods were governed more by what was being taught than persons being taught. Learner centered objectives were more prominent in clothing and child study than in foods. Learner and task centered objectives were equally important in foods teaching. Democratic methods were chosen most often, yet frequently varied with authoritarian methods in the same situation. Younger teachers were more likely to choose learner centered objectives. Other findings included--choice of learner centered objectives and democratic methods are related to confidence in preparation in child study, enjoyment of teaching, and satisfaction with position and attitudes of others toward home economics education.

*1042 AN ANALYSIS AND EVALUATION OF AN EXPERIMENTAL PROGRAM DESIGNED TO INCREASE THE LEVEL OF ECONOMIC UNDERSTANDING AMONG ADULTS. Matherne, Allen James. Michigan State University. 61-1185. 133 p., 1960.

An analysis and evaluation was made of a 1959 program in basic economic education conducted by the Mott Adult Education Program in cooperation with the Industrial Relations Center of the University of Chicago and the A C Spark Plug Division of General Motors Corporation. Instructional materials were developed by the Industrial Relations Center. Teachers were specially trained in conference leadership and in basic economics. With the idea of determining the possibilities of raising the level of economic understanding among adults, 37 school principals in Flint, Michigan each invited about 30 community leaders to join a free class in basic economics, with each course consisting of 11 two-hour sessions at the respective schools. The same 50 question true-false test was administered before and after the course in 30 of the groups. Test data showed that a growth of -2.5 to 24.9 percentage points occurred programwide, with a median increase of 4.3 percentage points. These results seem consistent with what one might expect in similar programs. Further study could make this and other information of value to adult educators.

*1043 A STUDY OF THE EFFECTIVENESS OF ACADEMIC PREPARATION OF RECENT HOME ECONOMICS GRADUATES AS RELATED TO MANAGERIAL RESPONSIBILITIES IN THE FOOD SERVICE INDUSTRY. Miller, Grace Augusta. Michigan State University. 60-1716. 211 p., 1959.

This study was concerned with appraisal of the effectiveness of academic preparation in food service management training programs offered in the College of Home Economics at Michigan State University as related to educational needs of managers and dieticians in the industry. Graduates (1951-1956) evaluated their training in relation to the preparation they believed they needed to carry the managerial responsibilities of their job. Opinions of educators from eight Land-Grant colleges and universities were gathered through personal interview and written questionnaire. Survey instruments which were similar in content but specific for each group surveyed were designed. It appeared that graduates, employers, and educators agreed that educational needs for success in food service management included both technical and managerial skills. Managerial areas in need of additional theory and practical application were: personnel management, labor regulations, insurance, government regulations, and factors of operational control. Technical areas in need of strengthening included: purchasing of meats, produce, supplies, and equipment, techniques pertaining to hospital tray service and specialized catering; and factors which affect the preparation and service of quality food.

1044 THE CONSUMPTION DECISION AND IMPLICATIONS FOR CONSUMER EDUCATION PROGRAMS. Minden, Mary Beth. Purdue University. 21,300. 232 p., 1957.

The objectives of this study were: to determine consumer knowledge and behavior patterns and to analyze these for implications for consumer education programs; to determine food buying interests and problems of Indiana urban consumers and to derive their relative responsiveness to certain types and sources of information currently included in consumer education programs in food and food marketing; and to analyze these in terms of motivational implications for an Indiana consumer education program. Data were collected through a literature survey of approximately two hundred consumer and marketing studies published since 1945 and through a field survey of sample households in three Indiana cities. Under most situations quality was of first importance, price was second, and convenience third. Most of the food buying interests and problems were those dealing with adding variety fo menus and those concerned with meeting the food preferences of individual family members. Consumers were slightly more responsive to time management information and somewhat less responsive to market information and buying helps. Strong response to the social, creative, and prestige natures of the homemaker as consumer was indicated for 70 percent of the homemakers studied. Thus, the food responsibilities of homemakers as an outlet for these attributes would be of strong interest and are good motivational considerations for consumer programs.

*1045 A STUDY OF THE FACTORS INFLUENCING COORDINATION OF RESIDENT-INSTRUCTION, RESEARCH, AND EXTENSION IN HOME ECONOMICS IN SELECTED LAND-GRANT INSTITUTIONS. Richert, Marlys Ruth. Wisconsin University. 61-3157. 260 p., 1961.

The purpose of this study was to examine how home economics was organized in 1960 in the land-grant institutions and how the major branches were coordinated in Iowa State University, Oregon State College, and Pennsylvania State University. A questionnaire was administered to 150 staff members, consisting of extension specialists and staff members in resident-instruction and research in the same subject matter areas. Personal interviews were conducted with the administrative and supervisory personnel. Resident-instruction, research, and extension were the functional groups in the Home Economics Unit in only one-third of the land-grant institutions.

Resident-instruction and research comprised the Unit in 58 percent of the institutions. Extension specialists were not members of the Home Economics Unit when it was a branch of Agriculture any more frequently than when it was an independent unit in the institution. There were no formal ties between specialists and resident-instruction and research personnel by which subject matter was integrated in over half the institutions. The degree of coordination was related to the degree of importance attached to coordination, to the kinds of administrative policies and procedures for effecting coordination, to the opportunities provided staff members in the three branches for joint planning and evaluation, and to the degree of mutual respect among the personnel in the three branches.

1046 A PROGRAM OF ADULT EDUCATION TO PROMOTE DEMOCRACY IN THE HOME AND FAMILY LIFE OF AN IOWA COMMUNITY. Lyle, Mary Stewart. Ohio State University. 260 p., 1942.

Major purposes of the study were to determine (1) how fully the families in a rural community were providing conditions conducive to everyday democratic knowledge and practice, and (2) what local public school adult education might do to encourage influences conducive to democratic living while combatting undemocratic influences in home and community. Principal findings: (1) the physical environment of homes was conducive to healthful living, but much less so to intellectual or esthetic growth or to intelligent, foresighted handling of new situations; (2) family members shared greatly in housekeeping and earning duties but were relatively weak on effective use of economic resources; (3) they shared somewhat less in joint planning and the choice of goals for family living; (4) opinions of each family member were respected, but relatively little attention was given to cultivating individual personality or talents; (5) concern for the immediate community or the world at large emerged in relatively few families. Major contributions of the existing program lay in developing talents and abilities, promoting intelligent decision-making, and encouraging a broader civic outlook. Modifications in program administration, methodology, and content of courses, were suggested.

1047 A STUDY OF SELECTED PROGRAMS IN HOME ECONOMICS RESIDENT INSTRUCTION AND AGRICULTURAL-HOME ECONOMICS EXTENSION IN LAND-GRANT INSTITUTIONS AND PROPOSALS FOR THE FURTHER DEVELOPMENT OF THESE PROGRAMS. Brannan, Betty Jean. Oklahoma State University. Ed.D. 62-1587. 442 p., 1961.

Selected programs in home economics resident instruction and agricultural-home economics extension in land-grant institutions were studied and proposals made for further development of these programs. These programs were studied in detail in a selected group of six land-grant institutions. In addition, questionnaires were sent to the administrators and/or staff concerned with these programs in 14 other land-grant institutions. The findings showed that considerable similarity existed among the various programs included in this study; however, the actual ways each was being carried on depended upon the situation in which it was located. From each of the programs studied, the writer was able to identify: (1) the administration, (2) the underlying philosophy, purposes, and objectives, (3) methods of carrying out, and (4) means of evaluating the programs. To be effective, the various programs dealt with in this study should be carefully planned and carried out by well-qualified personnel who work cooperatively under trained leadership and who see themselves not only as an important group in the institution where they are located, but also in the educational world as a whole.

1048 PROBLEM SOLVING IN A FARM AND HOME PLANNING TEACHING PROGRAM. Brown, Dorris Dudley. Harvard University. D.P.A. 62-4568. 245 p., 1952.

This study was initiated to define the major problems blocking progress of a farm and home planning teaching program and to suggest solutions that may be useful to the Agricultural Extension Service worker. A randomly selected sample of Missouri county extension workers, all the male extension specialists and most of the administrators of the Missouri Agricultural Extension Service, and selected administrators and staff members of the United States Department of Agriculture were interviewed. The problems delineated included: the art of teaching, lack of input-output data, lack of finances, need for trained and experienced personnel, inadequate coordination of the staff, shortage of facilities, failure of the system when applied to farms, mechanics of using workbooks, lack of sufficient time, misconceptions of balanced farming, low level of information of farmers, lack of coordination with related agencies, inadequate price-cost data, difficulty of working with other than owner-operator farmers, lack of economic opportunity, and insecurity or fear of the future. Four plans to reduce the stress of these problems were developed. Plan A outlined changes in methods of operation that should contribute to the solution of each problem. Plans B, C, and D attempted to solve the "whole" of the problems reported.

*1049 DIFFERENTIAL ADOPTION OF HOMEMAKING PRACTICES IN FAMILY FINANCIAL MANAGEMENT RECOMMENDED IN FARM AND HOME DEVELOPMENT IN PUERTO RICO. Busquets, Carmen Teresa Pesquera. Cornell University. 61-5189. 147 p., 1961.

Research was done in three Puerto Rico agricultural extension districts to assess the extent to which homemakers enrolled in farm and home development were following six recommended family financial planning practices, and the relationships between homemaker characteristics and adoption patterns. Eight status indicators and four aspirations (social, economic, children's education, desire to lead a moral and religious life) were tested. Findings indicated that homemakers' education, husbands' education, family income, level of household operation, and homemakers' employment outside the home are significantly related to adoption of recommended practices; the factors of education and employment status led the list. However, no significant relationship to age or standard of living was found. Homemakers' aspirations were also unrelated to their adoptive behavior. Three suggestions were offered: (1) group farm and home development materials and record forms in keeping with homemakers' by their capacity to adopt recommended practices; (2) prepare educational materials and record forms in keeping with homemakers' educational levels; (3) help families to raise their income by increasing family productive capacity and encouraging participation in vocational education.

1050 IMPLICATIONS OF SOCIAL CLASS STRUCTURE AND DEVELOPMENTAL TASKS FOR TEACHING TECHNIQUES IN HOME AND FAMILY LIFE EDUCATION. Evans, Mary Elizabeth. North Texas State College. Ed. D. 590 p., 1954.

The study investigated whether home and family life education can incorporate sociological findings, psychological procedures, and frames of reference typical of lower and middle classes into educational techniques and content which will help adolescents fulfill certain developmental tasks more satisfactorily. These were among the findings and conclusions: (1) Texas public education expects all pupils, regardless of class, to conform to middle-class behavior patterns; (2) adolescents throughout Texas are low in both personal and social adjustment, but adjustment improves as social status improves; (3) adolescents approach all learning materials in terms of their own purposes and self-concept, and judge learning experiences by how they will affect status in one's peer group; (4) age and status appear related to the degree of student concern with social, religious, economic, ethical, or moral problems; (5) "culturally fair" teaching techniques were effective in helping adolescents solve recongnized problems and achieve developmental tasks.

1051 THE INCOME AND EMPLOYMENT OF THE AGED. Folk, Hugh Wilds. Duke University. 60-5986. 332 p., 1960.

This study examined the income and employment level of the aged. It used data from a population survey and from the survey of consumer finances to examine the changes in the income and labor-force participation of older persons. The number and proportion of older persons have increased and are likely to increase even more. The proportion of older persons in the population of the

United States increased from 4 percent in 1900 to 8 percent in 1950. The proportion is unlikely to increase to more than 11 percent by the year 2000. Older people have lower than average incomes because they work less frequently than do younger people. The proportion of older men in the labor force decreased from two-thirds to one-third from 1900 to 1958. The decrease of 10 percent from 1950 to 1958 is probably attributable to the extension of OASI coverage to almost all workers and to the liberalization of the OASI retirement test. The labor-force rates of men 65 years and older--classified by five-year age groups, by educational attainment, by marital status, and by color--have all decreased since 1950. The labor-force rate of older women increased from 1900 to 1958, but at the later data only one-tenth of older women were in the labor force. The extension of social insurance brought about sizeable increases in the incomes of many older persons. The average older person received a larger real income in 1957 than in 1951. But the median incomes of older economic units decreased as percentages of the median incomes of all units.

1052 IN-SERVICE EDUCATIONAL NEEDS OF A SELECTED GROUP OF HOMEMAKERS WHO ENTERED OR RE-ENTERED THE TEACHING OF HOMEMAKING. Scott, Mary Jane. University of Tennessee. Ed.D. 60-2498. 228 p., 1960.

It was hypothesized that the professional problems of teachers who entered or re-entered the teaching of homemaking after five or more years between pre-service preparation and employment will not differ from the professional problems of teachers who have been teaching homemaking continuously for five or more years. The study was limited to Alabama, Arkansas, Georgia, Mississippi, North Carolina, Oklahoma, Tennessee, and Texas. Data were collected in the winter of 1959 through questionnaires. While the findings tended to support the hypothesis, there were differences between the numbers of the two groups of teachers who reported certain problems. More of the teachers in Group I than in Group II reported that they had difficulty in: (1) directing FHA activities; (2) evaluating the effectiveness of their homemaking programs; (3) finding time in their home and school schedules for making home visits; (4) planning the home experience phase of the program. Some of the problems common to both groups were: (1) planning the adult phase of the program and the budget for the department; (2) inadequate departmental funds, library facilities, and equipment for teaching all phases of homemaking; (3) working with students of different abilities in one class; (4) difficulty in the use of self-evaluation by the students; (5) difficulty in problem solving; and (6) difficulty in the use of essay tests.

1053 AN EVALUATION OF AND SUGGESTIONS FOR DEVELOPMENT OF THE EDUCATION AND TRAINING PROGRAM OF THE COLORADO STATE HOME AND TRAINING SCHOOL, WHEATRIDGE, COLORADO (RESEARCH STUDY NO. 1). Baldauf, Boyd Joseph.

Colorado State College. Ed.D. 63-3774. 1962.

1054 AN INSTRUMENT FOR THE EVALUATION OF UNDERSTANDINGS IN FAMILY FINANCE. Kell, Venetta Bynum. University of Oklahoma. Ed.D. 140 p., 1961.

1055 DEVELOPMENT OF AN INSTRUMENT TO DETERMINE VALUES OF HOMEMAKERS. Kohlmann, Eleanore Louise. Iowa State University. 230 p., 1961.

1056 ATTITUDES AND EXPERIENCES OF TEN AND ELEVEN-YEAR-OLD 4-H CLUB MEMBERS ENROLLED IN CLOTHING PROJECTS IN MCLEAN COUNTY, ILLINOIS IN 1953 WITH IMPLICATIONS FOR PROGRAM PLANNING. Sevoian, Lucile Hieser. Cornell University. 1955.

1057 A STUDY OF THE INSERVICE EDUCATION NEEDS OF HOMEMAKING TEACHERS IN DELAWARE. Laws, Ruth Mitchell. New York University. Ed.D. 191 p., 1956.

1058 EXPERIMENTATION WITH ATTITUDE SCALES IN THE AREA OF HOME AND FAMILY LIFE. Lehman, Ruth Townsend. University of Chicago. 1946.

1059 LEVELS OF CONSUMER FOOD-BUYING KNOWLEDGE, FACTORS INVOLVED IN CONSUMER DECISION-MAKING AND IMPLICATIONS FOR CONSUMER MARKETING ECONOMIC PROGRAMS. Swank, Chester Eugene. Ohio State University. 61-5128. 1961.

1060 CONSUMER MATHEMATICS IN ADULT EDUCATION. Turner, Ethel Marie. Columbia University. 1948.

Related: 4655 Education of women; 6700 Agriculture, home economics.

7020 FAMILY, PARENT EDUCATION

*1061 A SURVEY OF THE CHARACTERISTICS AND PURPOSES OF STUDENTS IN PRESCHOOL PARENT EDUCATION CLASSES. Babitz, Milton. University of California (Berkeley). Ed.D. 154 p., 1960.

A survey was made of the socioeconomic characteristics, family-life backgrounds, participation goals, and educational attitudes of parents (especially mothers) in the program of preschool parent education classes sponsored by the California public schools. The classes were quite homegeneous regardless of geographic location or type of class. The typical class participant was a higher status member of her community with superior educational and socioeconomic attainments (housing, income, husband's occupation, own previous occupation, etc.). She was pursuing an educational program offering both formal (official) and informal membership objectives which she considered important. However, educational background, income, and the degree of happiness in marriage, had little bearing on parents' rankings of educational objectives. Although class members were likely not to continue more than a year, those who did continue showed increasing interest in and appreciation of early childhood education.

1062 A PROPOSAL FOR STRENGTHENING THE FAMILY LIFE EDUCATION PROGRAM OF THE UTAH STATE EXTENSION SERVICE. Carter, Don Curry. Columbia University. Ed.D. 140 p., 1955.

Through an examination of current programs and practices, and a literature review covering parent and family-life education (FLE), adult education, and community development, the author sought ways to strengthen the FLE program of the Utah State Extension Service. He described the Family Life Institute at Utah State Agricultural College (USAC) and off-campus services; FLE activities through the Mormon Church, the University of Utah, social work agencies, and other bodies; efforts to integrate FLE services; current forms of FLE involvement by the Cooperative Agricultural and Home Economics Extension Service; community leadership (including county agents); provisions for leadership training in FLE programs; and useful kinds of programs and subject matter. Finally, the author suggested adding a specialist in FLE to the Extension staff, strengthening community FLE programs, training more lay leaders, using USAC resources and other agencies more extensively, offering more varied subject matter, and developing the FLE effort as a step toward community development.

*1063 PARENTAL PARTICIPATION IN SELECTED FORMS OF ADULT EDUCATION IN RELATION TO POPULATION FACTORS. Tomlinson, Laurence Elliott. Oregon University. Ed.D. 2207. 246 p., 1948.

Parental participation in selected forms of adult education in relation to population factors was the main purpose of this study. The data were obtained from an analysis of reports from a questionnaire that was distributed to parents of pupils in each of the twelve grades in the selected cities. The population factors of education, income, sex, age, and length of residence in the community were found to be variously and significantly associated with participation in the adult educational activities considered. The group characteristics associated with the most participation were: college attendance, higher income, mother, older age, and longer residence. The significant differences in participation, interests, and needs that were found between the parents in each of the three cities indicate the desirability of the consideration of such differences in the planning of adult education programs for individual communities.

*1064 PARENT EDUCATION LEADERSHIP FUNCTIONS OF OHIO'S TAX-SUPPORTED COLLEGES AND UNIVERSITIES, AND PUBLIC ELEMENTARY SCHOOLS.
Hendrickson, Norejane Johnston. Ohio State University. 229 p., 1958.

This study was concerned with the roles of Ohio's public elementary schools and tax-supported teacher training institutions in parent education. An historical study of the parent education movement showed that lay people, through their organizations, have shown a need for help in this field. Two questionnaires used to examine the practices of public elementary schools and the tax-supported higher education institutions, showed that these two agencies had some leadership functions appropriate to them, and appropriate for leadership in parent education. Regular staffs carried on parent education work in these institutions. Judges, 16 from public schools and 12 from colleges and universities, accepted more leadership functions as desirable practices for their agencies than the educational institutions practiced. The conclusion was that the two types of tax-supported educational agencies were not accepting a major responsibility for parent education.

1065 THE DYNAMICS OF EDUCATION FOR MARRIAGE IN THE UNITED STATES.
Pearl, Lester S. North Carolina University. 384 p., 1950.

This study examined the dynamics of education for marriage in the United States. The main body of information concerning the program of education for marriage and parenthood was gathered from first-hand inquiries from many sources. The sociological and educational writings of the past six decades were searched for a connected story of change in professional attitude toward the subject of marriage education. Early leaders in this field and some of their students as well as some university registrars were also contacted in this regard. The extent and nature of formal education for marriage in our public schools was secured, mainly, by writing the departments of education in each of the 48 states, the Bureau of Indian Affairs of the Department of the Interior, the District of Columbia, and the United States Office of Education of the Federal Security Agency. Conclusions fell into two major groups: education for marriage in all its forms are still fragmentary, inchoate, superficial, and conflicting in many aspects; and a supreme task, not only with a view to the enrichment and stability of the family, but with reference to the dynamics of modern education, is to attain adequate programs which have scientific curricula, and more especially which are integrated into the total educational system.

1066 A STUDY OF THE TRANSMISSION OF AUTHORITY PATTERNS IN THE FAMILY.
Ingersoll, Hazel Louella. Cornell University. 377 p., 1947.

A study was done to establish and clearly describe a classification of family authority patterns for use in tracing the process of transmission and modification; to determine the transmission and modification of patterns from one generation to another; and to analyze and discuss this process in terms of the Cottrell role theory as well as other relevant factors. The study gave much support to the supposition that authority roles learned by an individual through contact with parents during his formative years tend to be projected into the authority interaction between himself and his spouse. The introjected authority roles of each partner, as learned in response to parental control, tended either (1) to be reenacted if the expectations of both partners are complementary, (2) to change through interaction if these expectations differ, or (3) to be influenced by other personal or situational factors. (For example, if both partners grew up under father-centered or mother-centered control, they would perpetuate that same pattern, while marriage partners reared under two differing parental controls would tend to develop egalitarian authority patterns or a balanced control relationship.)

1067 FAMILY GOALS AND SOME FACTORS ASSOCIATED WITH THEIR ACCOMPLISHMENT.
Johnson, Rupert Bernard. Cornell University. 60-2257. 177 p., 1960.

Goals of farm families were analyzed and factors associated with their accomplishment studied. Data on farm goals, farm and home resources, and income were obtained from 112 families in 18 Mississippi counties, in which there were three different county Extension staffing plans. Goals were classified in groups such as home and grounds, home furnishings, family living, farm management, production practices, farm buildings and fences, farm equipment, and land reclamation. Goals related to the home and family living accounted for 44 percent of the total, and were prevalent among families where there were both men and women Extension agents working with them. Goals related to the farm accounted for 56 percent of all gaols and almost half of these were farm management. Among implications were (1) Extension workers should be cognizant of the nature of family goals with respect to both time and cost, (2) the short-run and long-run implications of farm family goals should be considered in making farm and home plans, and (3) age of the farmer, educational achievement, and number and age of children, influence the priorities of given goals.

1068 THE PROGRAM AND OBJECTIVES OF THE PARENT-TEACHER ASSOCIATION IN CHICAGO. Mills, Marjorie Fouke. Northwestern University. 19,579. Ed.D. 414 p., 1956.

The purpose of this comprehensive study of the Parent-Teacher Association in Chicago was to discover and present material of value in promoting effective cooperation of parents, school, and community in the education of children. Prefaced with a review of national, state, and Chicago Regional history, the program and objectives of the Parent-Teacher Association, particularly as they were carried out in local units connected with public elementary schools in Chicago, were studied and analyzed. Tables, graphs, and scattergrams were used to summarize and compare information obtained from the Local Unit Program Evaluation Reports made to the State Program Committee in 1953-1954. Detailed case studies based on research and interviews were made of ten local units in nine diverse communities, indicating their history, community backgrounds, and current activities. Findings of the study included the following. A. Local units in those communities which were high in the two factors indicating interest in education showed: (1) A higher membership in relation to school enrollment, (2) A greater number of committees, (3) More active functioning of these committees, (4) A broader range of activities, (5) More consistent reporting of their activities, (6) Greater satisfaction with the results accomplished. B. The Councils comprised of local units located in communities high in the two factors manifested support for more of the twelve objects established by the Illinois Congress of Parents and Teachers in criteria for local unit program evaluation. A greater percentage of local units in these Councils organized parent education classes, studied school financial needs, and studied pending legislation. C. Projects initiated in communities high in both factors, as shown by the detailed study of ten local units, were population surveys to determine future building needs in the community and parent education study groups led by local members who had been trained in the lay leadership training course. D. All of the ten local units, among other things: (1) Offered some assistance to the school staff in presenting the school program to parents and other [illegible]bers of the community, (2) Included in some meetings each year topics on child growth and development or problems of family relationships, (3) Were concerned with child welfare, and (4) Showed interest in health and traffic safety of children.

1069 AUTHORITY AND INTERPERSONAL RELATIONS IN THE FAMILY. Papanek, Miriam Lewin. Radcliffe College. 227 p., 1957.

Using questionnaire interviews with 486 high-school students and 218 parents, the author obtained estimates by fathers, mothers, and children as to the degree and direction of differentiation of marital authority roles. The children were categorized by less differentiated marital family structure and three kinds of highly differentiated structures. Parents' and children's perceptions of marital authority structure were then compared with other attitudes, with emphasis on variations related to high and low role differentiation. Parental satisfaction with the marital structure was analyzed, as well as the relationship of marital structure to child-rearing practices and to adolescent role concepts. Finally, parent-child relationships were analyzed for children and parents of each sex.

1070 THE RELATIONSHIP BETWEEN MARITAL ADJUSTMENT AND PARENTAL ACCEPTANCE OF CHILDREN. Porter, Blaine Milton. Cornell University. 184 p., 1952.

This study tested hypotheses regarding the relationship between marital adjustment and parental acceptance of children, developed a more complete and explicit definition of the concept of acceptance, and explored the possibility of developing a feasible means of quantitatively measuring acceptance. Subjects consisted of parents with at least one child aged 6-10. These parents were largely young or early middle-aged, white, Protestant, native-born, and relatively well educated. Major findgins and conclusions were: (1) marital adjustment significantly affects the degree of acceptance; (2) acceptance of children as they are range along a continuum from very low to very high, and these variations among parents can be measured; (3) parental acceptance is not related to sex of parent, occupation of father, years married, family income, family size, age of child, or rural versus urban parental background; (4) parental educational level is significantly related to the degree of expressed acceptance.

*1071 AN EXPLORATION OF THE EXPERIENCES AND EVALUATIONS OF SOCIAL CASEWORK AGENCY DIRECTORS WITH OFFICIALLY SPONSORED PARENT EDUCATION PROGRAMS. Saltzer, Rosemary, Ed.D.; Rauch, David, Ed.D. Columbia University. 130 p., 1955.

Focusing on parent education, this study examined trends in family casework agencies in the United States since 1946. In addition to reviewing social casework studies on parent education, the authors obtained the opinions of eight eminent social casework leaders to parent education as a professional function, and reactions by nine agency directors to officially sponsored parent education programs. It was found that, with some opposition from traditionalists but with the encouragement of one large national agency and almost all the agency directors and specialists who have been experimenting in the field, social casework was expanding to embrace a broader educational function for and with the total community. Although parent education was conducted by many specialists from many professions, social-work agencies were essentially on their own. They made many mistakes and revised their methods from experience, but found that they had many positive factors in their training and experience which aided them in parent education. Moreover, their involvement in parent education was enhancing other services by sharpening staff skills, sensitizing them to potential preventive services, increasing financial support through fees collected, and reinforcing relations with the community.

*1072 A STUDY OF THE RELATIONSHIP BETWEEN PARENT EMPATHY AND THE SCHOOL ADJUSTMENT OF SEVENTH- AND EIGHTH-GRADE MALE CHILDREN. Stillman, Nathan. New York University. 58-657. 119 p., 1957.

This study explored the significance of parental empathic ability as a relevant variable in parent-child interaction by investigating the relationship between the school adjustment of children and the empathic ability of their parents. The SRA Youth Inventory was administered to selected students in groups of ten. The parents were then interviewed separately in their homes and requested to complete the Youth Inventory as they thought their children had answered it. Raw, scores for child responses and for parent estimates of those responses were computed and the amount of disagreement between each boy and his parent was expressed as a percentage of their total responses. Since empathy was defined in terms of accuracy of prediction, the lower the percent of disagreement the greater the awareness on the part of the parent. The data indicated that there was no significant difference between means of mother-son percent of disagreement and father-son percent of disagreement and revealed that both mothers and fathers seemed to have little awareness of their sons' concerns as evidenced by the relatively high percent of disagreement in both mother-son and father-son categories. Although no significant correlations were found between children's school adjustment and parental empathic ability, it was felt that this did not necessarily refute the contention that a relationship might exist between the variables.

*1073 AN ANALYSIS OF FAMILY PROBLEMS BY SELECTED SOCIOECONOMIC LEVELS WITH IMPLICATIONS FOR FAMILY LIFE EDUCATION FOR ADULTS. Westby-Gibson, Dorothy Fenton. California University. Ed.D. CU 2219. 274 p., 1956.

It was the basic hypothesis of this study that significant similarities and differences exist among families from different socioeconomic backgrounds with respect to: (a) the nature of their expressed family problems, (b) their expressed need for education and help, and (c) their awareness of types of resources available in the community to meet these needs. The family problem most frequently admitted by all respondents was that surrounding the coming of the first baby. The second most frequently mentioned problem was related to behavior of children, and almost as many families indicated awareness of school problems. In the case of these three problems most commonly expressed by respondents, the upper group members indicated most concern verbally. In the fourth problem area, that of supervision of young children, the upper group again reported the most disturbance. While only 17.7

percent of the total sample expressed concern over children's use of leisure time, the differences among the three groups were highly significant beyond the one percent level of confidence. The remaining problem, that of illness, was the one named least frequently. Not only did the three socio-economic groups vary in the nature of their responses to these selected problems but also in their initial readiness to admit having any problems.

*1074 A QUARTER-CENTURY OF ADVICE TO PARENTS OF YOUNG CHILDREN IN SELECTED NEWSPAPERS AND MAGAZINES (1921-1945). Woodruff, Olive. Ohio State University. 1946.

The author undertook to present an analysis of materials addressed to parents of young children during the period 1921-45 in three general magazines (Life, Saturday Evening Post, Readers' Digest), three women's magazines (Ladies' Home Journal, Good Housekeeping, Farm Journal and Farmer's Wife), and four representative newspapers across the nation. Attention was focused on details of methods and materials (trends in the quality and quantity of help given); content and general makeup of the articles; and the distinctive and characteristic features (including strengths, weaknesses, and persisting schools of thought) of each publication's coverage of child-rearing over the years.

1075 PARENT PARTICIPATION IN EDUCATIONAL PLANNING. Endres, Mary P. University of Chicago. 251 p., 1954.

This study assessed the relationship of parental participation in educational planning to their knowledge and attitudes concerning their schools; the reliability of superintendents' evaluations of the extent and effectiveness of citizen participation in educational planning; attitudes in different communities toward citizen participation; and the relationship (if any) between knowledge level and attitudes. Involvement in several specific areas (curriculum, budgets, teacher salaries, hiring, school buildings) was stressed. Some major findings were: (1) compared to nonparticipants, those participating in school activities and educational planning were more likely to have accurate knowledge about their schools and to hold favorable attitudes toward extension of the school program; (2) participants in certain organized activities and planning areas tended to have more accurate information than other participants; (3) although well-informed people were more likely to hold definite attitudes, a third of the least informed also had clear-cut opinions; (4) a majority of parents favored limiting citizen participation to certain aspects only; (5) relatively few of those favoring citizen participation in school activities and planning were actually participating themselves.

1076 PATTERNS OF ADJUSTMENT IN CHARACTER RESEARCH PROJECT FAMILIES. Green, J. Carleton. Boston University. 158 p., 1954.

The author investigated the possible existence of patterns of adjustment (family types) in a sampling of families participating in the Union College Character Research Project. An assumption was tested: a family's initial ratio of compatibility or adjustment may be approximated by examining family members' interpersonal attitudes toward each other. Over 200 families, largely above average in parental education and occupational status, completed a questionnaire covering 63 dynamic factors (intelligence, skills, behavior, attitudes, etc.) and the extent to which they affected parents as they taught attitudes of Christian character to their children in the home. Some conclusions were: (1) findings tend to uphold the earlier assumption; (2) in the realm of Christian character education, voluntary parental cooperation should produce more successful home teaching when both parents participate; (3) parents' classes in churches should be therapeutic groups in which husband-wife relations may be improved.

*1077 THE EFFECT ON CHILD REARING PRACTICES OF THE VARIOUS TYPES OF CHILD CARE RESOURCES USED BY OHIO FARM FAMILIES. Hoeflin, Ruth Merle. Ohio State University. 274 p., 1950.

This study focused on the child-rearing practices of rural farm families with preschool children aged two to five, the availability and use of child-care informational resources among farm families, and forms of information which actually influences and determined their child-rearing practices. One hundred families in Miami County, Ohio, were interviewed on specific practices, parental attitudes, and use of resources. Socioeconomic data were also obtained and analyzed. Family and friends and printed materials were the two leading information resources in terms of both use and impact. None of the families in the lowest socioeconomic categories used printed materials or lay groups. Major conclusions: (1) neither parental age, educational background, socioeconomic status, nor type of resources used was the only determining factor in child-rearing practices; (2) however, friends and relatives, a mother's past experience, her use of printed materials, certain community resources, number of children, and a child's position in the family all had some relevance.

1078 FACTORS MAKING FOR SUCCESS OR FAILURE IN MARRIAGE AMONG 466 NEGRO COUPLES IN SOUTHERN CITY. King, Charles Edward. University of Chicago. 473 p., 1951.

This study investigated factors in marital adjustment and maladjustment among urban Negro couples of different social classes, and at the same time tested the validity of a marriage questionnaire containing numerous items suggested by earlier studies. Underlying the study were (1) a concept of marital adjustment which involved the extent of agreement and disagreement on typical domestic and personal issues; and (2) the assumption that an intimate and affectionate companionship (as displayed in sharing of interests and activities, demonstrations of affection and confiding, and areas of satisfaction or dissatisfaction) is the basic factor in marital adjustment. Intimate and affectionate companionship was indeed a key factor. Such background factors as sibling relationships, similarity of backgrounds, parental happiness in marriage, and parental social status also affected couples positively regardless of social class. However, adjustment tended to decrease with increasing duration of marriage. Couples tended to show fairly high adjustment, but lower adjustment emerged more often in the upper-lower and lower classes than elsewhere. Earlier findings were largely confirmed, and the questionnaire was validated.

1079 AN ANALYSIS OF THE COMMUNICATION ASPECTS OF MARITAL MALADJUSTMENTS. Ingram, Oscar Harvey. University of Denver. 287 p., 1953.

The study sought to determine results and implications of applying the basic assumptions underlying (1) the traditional civic court approach to marital maladjustments as it is now practiced within the civil court structure, and (2) the therapeutic approach to marital maladjustments--an approach which is growing out of increasing scientific knowledge of human relations. Based on modern concepts of communication, criteria were chosen for selecting and testing certain assumptions basic to the two approaches. Actual acceptance of the assumptions within the civil court and therapeutic approaches was then evaluated. The civil court approach stressed guilt or fault, precedent, oath, punishment, rationality, and adversary action (competition). The therapeutic approach reflected the concept that the law is remedial rather than punitive, that diagnosis and treatment are useful, and that handling or treatment must be individualized.

1080 PARENT BEHAVIOR TOWARD FIRST AND SECOND CHILDREN. Lasko, Joan K. Ohio State University. 1951.

1081 THE JOINT-PARTICIPATION PATTERN OF HUSBANDS AND WIVES: A STUDY IN URBAN MIDDLE-CLASS FAMILIES. Foster, Elizabeth Smith. Ohio State University. 105 p., 1961.

1082 PRESENTING INFORMATION TO PARENTS ABOUT THE SCHOOL PROGRAM. Hein, Frederick V. University of Wisconsin. 1947.

1083 FAMILY LIFE EDUCATION IN THE PUBLIC HIGH SCHOOLS OF PENNSYLVANIA, 1957-1958. Glatthorn, Allan Adale. Temple University. Ed.D. 286 p., 1960.

1084 THE EFFECTS OF THE BEHAVIOR PROBLEMS AND PHYSICAL HANDICAPS OF CHILDREN ON THE CHILD-REARING ATTITUDES OF MOTHERS AND FATHERS. Hoffman, Barbara Ann. Houston University. 113 p., 1960.

1085 FACTORS AFFECTING FARM FAMILY GOALS. Holmes, Emma Grace. Purdue University. 183 p., 1956.

1086 A STUDY OF EDUCATIONAL PROBLEMS AND CONCERNS OF PARENTS AND TEACHERS WITH RECOMMENDATIONS FOR PARENT-TEACHER ASSOCIATION ACTIVITIES. Howe, Elliot Castleton. University of Utah. Ed.D. 408 p., 1959.

1087 ROLE EXPECTATIONS AND THE SELF: AN EMPIRICAL STUDY OF THEIR RELATIONSHIP TO MARITAL ADJUSTMENT. Hurlburt, Julia Knaff. Iowa State University. 333 p., 1960.

1088 PROPOSALS FOR DEVELOPING INTERGROUP UNDERSTANDING THROUGH HOME AND FAMILY LIFE EDUCATION. Jefferson, Ruth B. Columbia University. 1956.

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1090 THE UNMARRIED FATHER. Justiss, Valarie O. Ohio State University. 1949.

1091 A STUDY OF ATTITUDES OF "SUCCESSFUL" AND "UNSUCCESSFUL" MOTHERS FROM THREE BROAD SOCIO-ECONOMIC LEVELS. Griggs, Jane. Minnesota University. 1957.

1092 THE PARENT TEACHER CONFERENCE: ATTITUDES OF PARENTS AND TEACHERS AS ASSOCIATED WITH SUCCESS IN THE CONFERENCE. Gerdes, Bernard William. Ed.D. 151 p., 1956.

1093 MARRIAGE ROLE EXPECTATIONS OF SINGLE COLLEGE STUDENTS AS RELATED TO SELECTED SOCIAL FACTORS. Gould, Norman Selby. Florida State University. 154 p., 1961.

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1095 SOME PROBLEMS FACED BY INDIANS AND AMERICANS IN EARLY YEARS OF MARRIAGE. Khanna, Saroj. Pennsylvania State University. 196 p., 1959.

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1097 THE ROLE OF THE LUTHERAN CHURCH IN FAMILY LIFE EDUCATION. Muedeking, George Herbert. University of California. 180 p., 1961.

1098 A STUDY OF LEARNINGS DERIVED FROM A FUNCTIONAL COLLEGE COURSE IN MARRIAGE AND FAMILY RELATIONSHIPS BY STUDENTS AS UNDERGRADUATES AND AS MARRIED ALUMNI. Moses, Virginia Anne Musick. Syracuse University. 275 p., 1954.

1099 THE DEVELOPMENT OF AN INSTRUMENT TO DETERMINE VALUE PATTERNS OF HOMEMAKING TEACHERS. Osborn, Barbara Louise. Cornell University. 225 p., 1960.

1100 A PROPOSAL FOR A CHURCH PROGRAM OF EDUCATION FOR FAMILY LIVING IN PUERTO RICO. Rodriguez, Oscar. Columbia University. Ed.D. 1952.

1101 A STUDY OF SOME ASPECTS OF FAMILY LIFE EDUCATION. Saltzer, Sam. Columbia University. Ed.D. 1955.

1102 AN INTRODUCTION TO EDUCATION IN FAMILY LIFE FOR TEACHERS. Sezak, William. Columbia University. Ed.D. 1956.

1103 PARENT EDUCATION IN THE TEACHER COLLEGE, AND PRACTICE IN THE NURSERY SCHOOL, KINDERGARTEN AND PRIMARY GRADES. Horwich, Frances Rappaport. Northwestern University. 1942.

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1105 ANALYSIS OF CHARACTERISTICS OF SIXTY-SIX PARENT-CHILD STUDY GROUPS IN NINE MARYLAND COUNTIES DURING 1954-1955. Schulman, Eveline D. University of Maryland. Ed.D. 328 p., 1957.

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1109 PARENT DECISION PROCESSES IN CHILD REARING: A COMPARISON OF INDIVIDUAL AND GROUP PERFORMANCE. Lavin, David Edwin. New York University. 383 p., 1960.

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1112 TECHNIQUES FOR INVESTIGATING PARENT-ADOLESCENT INTERPERSONAL UNDERSTANDING. Tarwater, Jesse W. Stanford University. Ed.D. 1952.

1113 A COMPARATIVE ANALYSIS OF THE MARRIAGES AND FAMILIES OF PARTICIPANTS AND NON-PARTICIPANTS IN A COURSE IN MARRIAGE EDUCATION. Finck, George Haas. Florida State University. 163 p., 1954.

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1143 THE EFFECTS OF THE EMPLOYMENT OF MARRIED WOMEN ON HUSBAND AND WIFE ROLES. Kligler, Deborah S. Yale University. 1954.

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1145 RESIDENTIAL MOBILITY AND ITS IMPLICATIONS FOR FAMILY AND SCHOOL ADJUSTMENT IN AN URBAN COMMUNITY. Kalbach, Warren Edwin. University of Washington. 223 p., 1960.

1146 EFFECT OF CHILDHOOD PUNISHMENT AND REWARD UPON OBSERVABLE PERSONALITY CHARACTERISTICS OF THE ADULTS. Potts, Robert E. Ohio State University. 1952.

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1151 TEACHING MARRIAGE AND FAMILY LIVING IN COLLEGE. Rice, R. Phillip. Columbia University. Ed.D. 1955.

1151A A STUDY OF PARTICIPATION IN PARENT GROUP EDUCATION. Ambrosino, Salvatore. Columbia University. Ed.D. 1960.

Related: 4655 Education of women; 7000 Home, management, consumer education.

7050 ARTS, CRAFTS, RECREATION - CONSERVATION EDUCATION OUTDOOR EDUCATION

1152 FUNCTION OF METHODOLOGY IN ADULT EDUCATION CERAMICS COURSES. Schrock, John G. Stanford University. Ed.D. 141 p., 1953.

This study investigated certain behavioral outcomes of an adult education ceramics course, and explored the utility of several evaluation instruments which give immediate measures and useful indications of change in individual adjustment over a period of time. Subjects consisted of 66 women--34 experimental subjects and 32 controls--aged 20 to 65. The experimental group was taught by a male teacher, primarily an artist, whose appraoch embraced complete freedom of self-expression, a minimum of discipline beyond the limitations of material, and prohibition of students from copying from previously constructed pieces. The control group had a woman with wide teaching experience who used a relatively conventional method and philosophy. Analysis of a pre-experience questionnaire, the Kuder Preference Record-Personal, and pretest scores on Guilford's Inventory of Factors STDCR, showed no significant initial differences between the two groups in personality or background factors. However, use of experimental approach appeared to yield significnat favorable change in adjustment on one personality factor of the Guilford Inventory. Control subjects showed no significant changes.

*1153 THE RELATIONSHIP OF AMERICAN COLLEGE AND UNIVERSITY MUSIC DEPARTMENTS TO COMMUNITY MUSIC ACTIVITIES. Justice, Ernest. Wisconsin University. 59-3264. 320 p., 1959.

The relationship of American college and university music departments to community music activities was the focus of this study. It was found that the institutions of this study had an identifiable contemporary philosophy for adult music education. A statement of philosophy was developed after identification and study of the role that 205 American college and university music departments had assumed in community music activities and showed the inconsistency that existed among the institutions as classified in this study. It was found that private institutions with fewer than 2000 students and public institutions with 3000 to 10,000 students followed a philosophy that recognized that it was providing facilities, equipment, music and even directors for large musical organizations of community adults. The philosophy of these institutions included the important provision of classroom instruction for leadership of community music organizations. Public institutions with fewer than 2000 students and private institutions with more than 3000 students as a group had a philosophy of adult music education that did not recognize that it was important to provide assistance to community music activities. Public institutions with more than 10,000 students had a philosophy for adult music education that might or might not have recognized the importance of becoming concerned with community music activities.

1154 A SURVEY OF FIVE HUNDRED AND FOUR FAMILIES TO DETERMINE THE RELATIONSHIPS BETWEEN CERTAIN FACTORS AND THE NATURE OF THE FAMILY RECREATION PROGRAM. Wylie, James A. Boston University. Ed.D. 245 p., 1949.

The study described and evaluated existing family recreational programs, investigated the factors most strongly affecting family participation, in these programs, and indicated which activities serve as unifying strengthening forces in the development of family life. Subjects consisted of 504 randomly selected families representing different parts of the country, income levels, and employment backgrounds. Some important findings and conclusions were: (1) the great majority of families have few interests in common, and recreational participation is scattered over a wide range of activities; (2) the most frequent kinds of activities were those which are not highly organized and which require little or no advance preparation; (3) family income significantly affects the nature and content of family recreation programs; (4) many families feel they have an unsatisfactory recreational program, and they know what factors are responsible; (5) satisfaction correlates positively with the number of recreational programs a family pursues; (6) many families feel they have achieved stronger family unity by participating together in recreational programs; (7) those forms of recreation calling for strenuous or active participation contribute the most to family unity.

1155 A STUDY OF THE STATUS OF ART IN PUBLIC SCHOOL PROGRAMS OF ADULT EDUCATION AS FOUND IN 31 STATES. Kruk, Arthur Frank. University of Buffalo. Ed.D. 137 p., 1959.

The study surveyed the extent and frequency of art offerings and enrollment in public school adult education programs by communities of varying sizes in 31 eastern, northern, western, and southern states; the number of art instructors employed; their credentials and certification requirements; and policies and practices relating to enrollment, payment for instruction, courses, guidance, and allied art offerings. Informed opinions were also sought regarding the values and shortcomings of adult education art offerings, and to what extent (if any) directors believe that their art instructors cooperate with one another. Some important conclusions were: (1) western art programs show higher standards than those elsewhere; (2) women participate more than men; (3) despite relatively little guidance, adult art students appear satisfied; (4) art courses involving participation are more numerous and popular than lecture-type courses; (5) low certification requirements, the many substandard instructors employed, a shortage of qualified instructors, and lack of space, are major handicaps; (6) directors feel that the main value of art in public school adult education lies in public relations; (7) the directors lack knowledge of objectives and practices in their adult art programs.

1156 THE DEVELOPMENT OF AN INSTRUMENT FOR EVALUATION OF AN IN-SERVICE GRADUATE ASSISTANTSHIP PROGRAM IN PHYSICAL EDUCATION AND RECREATION. Plotnicki, Ben A. Boston University. Ed.D. 60-4771. 1960.

1157 FUNCTIONS OF METHODOLOGY IN ADULT EDUCATION CERAMIC COURSES. Shrock, John G. Stanford University. Ed.D. 141 p., 1953.

1158 AN ANALYSIS OF THE AIMS AND OBJECTIVES OF PRIVATE CAMPING. Spahn, Moe C. New York University. 59-1038. 1958.

1159 THE EFFECT OF AWARD, ADULT STANDARD AND PEER STANDARD UPON CREATIVENESS IN ART OF HIGH SCHOOL PUPILS. Michael, John Arthur. Pennsylvania State University. Ed.D. 59-2904. 1959.

7150 CROSS CULTURAL TRAINING

*1160 THE COUNCIL AS A SOCIAL INSTRUMENT. Masters, Hugh B. Chicago University. T722. 221 p., 1950.

In this thesis twenty-four councils were studied in the light of peculiarities of the existing culture to determine some of the factors that influence the program, organization, and administrative processes of this social instrument. The examination was in terms of eight questions which included: factors which seem to influence the behavior of councils; inter-relationships among these factors; the nature of the instruments to be used; and characteristic behavioral patterns of councils with respect to their planning and reporting activities; program, organization, and administrative processes. The councils studied tended to do their most effective planning in the program aspects of their work. The effectiveness of program planning could be increased to the extent and degree that planning activities were extended to other aspects of the council's work, namely, organizational and administrative processes. The planning activities were least done in terms of time-fact influence. Relatively little evaluation and planning were developed on the basis of the needs and resources at hand. Other areas of influence that seemed to have little effect on the planning activities of these councils were concerned with the structural and functional influences. The observable effects of factors operating in functional areas of influence usually occurred later in the development of the council's program than in the beginning planning stages.

1161 SOCIAL CLASS DIFFERENCES IN RESPONSIVENESS TO THE PROGRAM OF ALCOHOLICS ANONYMOUS. Murphy, Mary Martha. University of Chicago. 150 p., 1952.

A study investigated the extent to which cultural background differences of members of a relatively small problem-centered group affect their relationships within the group. It addressed itself to the question: In a reeducative group organized on the principle that individuals accept a new system of values through group membership, will class differences inhibit interaction and change, or will the program's effectiveness within the group override such differences? Summary: The Alcoholics Anonymous group life was directly effective in bridging social class differences in the collective activity of the larger group whenever the subgroup was composed of persons from both the middle and lower classes who have gained their ingroup status by achieving sobriety. Cultural differences tended to inhibit interpersonal relationships in more intimate face-to-face relationships within the group. Differences in motivation, educational background, intellectual ability, and approaches to interaction emerged. Although lower-class persons accepted individuals of either social class in small discussion groups, the middle-class members preferred discussion within their own social class level.

1162 THE IMPACT OF EDUCATIONAL PROGRAMS ON THE ACCULTURATION OF ADULT JEWISH IMMIGRANTS IN METROPOLITAN DETROIT.(1949-1955). Atzmon, Ezri. Michigan University. 58-3633. 264 p., 1958.

This was a study of the effect of the educational programs offered to adult Jewish immigrants in Detroit on their acculturation in the following five areas: command of the English language, citizenship, economic status, social relations, and consumption and acceptance of American culture. The subjects were fifty Jewish immigrants between the ages of 20 and 60 who had resided in the United States for a minimum of one year and a maximum of six years. A combination interviewing, observing, testing, answering of questionnaires was used to collect the data. It was found that: (1) six percent of the subjects revealed "outstanding", 72 percent "good", 22 percent "satisfactory", and none "poor" acculturation; (2) in English 94 percent scored between "outstanding" and "satisfactory", and the rest scored "poor"; (3) in citizenship all the subjects scored between "outstanding" and "satisfactory", with an average of 85.58 percent; (4) in economic adjustment 82 percent scored between "outstanding" and "satisfactory", while 18 percent scored "poor"; (5) in social relations 88 percent scored between "outstanding" and "satisfactory", while the rest scored "poor"; (6) in consumption and acceptance of American culture all subjects scored between "good" and "satisfactory". There was a marked relationship between acculturation and years of residence in the United States. Furthermore, the "outstanding" group consisted of only those whose parents belonged to the upper or middle class. A marked relationship was observed between acculturation and educational background.

1163 THE RELATIONSHIP BETWEEN EMOTIONAL CULTURES OF GROUPS AND INDIVIDUAL CHANGE. Lieberman, Morton A. Chicago University. 3963. 208 p., 1958.

By manipulations two groups were provided with cultures sufficiently different to show the results of experimental treatment; yet sufficiently similar so that: (1) the training aims of the laboratory would not be ignored; and (2) the groups could be said to be roughly similar. Three hypotheses were formulated: (1) for each emotional type, the emotions expressed will form a unique pattern which is integrated with the dominant theme; (2) each emotional type will have a unique and characteristic set of perceptions; and (3) each emotional type will have a characteristic sociometric structure (choice pattern). The results demonstrated that each of the hypotheses is tenable. Emotional types do have characteristic patterns of behavior that are understandable in terms of their dominant emotional theme. Their pattern of perceptions are similar, and the content of their perceptions reflects their valency characteristics. Finally, it was demonstrated that emotional types make similar sociometric choices and do not tend to reject members of their own type. However, the particular type(s) each type chooses is not clearly explainable in terms of type affiliation. Factors related to change are: subgroups discordant with the culture, pairing subgroup and counter-dependency subgroup, and neutrality. Members of the last named class make less extreme modifications than 'discordant' subgroups and more than 'harmonious' ones.

*1164 SOME EFFECTS OF CULTURAL FACTORS ON ADULT EDUCATIONAL PROCESSES: A COMPARISON OF COOPERATIVE EXTENSION TECHNIQUES AS THEY APPLY TO SMALL FARM OPERATORS IN COSTA RICA, GUATEMALA, AND HAWAII. Clay, Horace Freestone. Chicago University. T4440. 223 p., 1958.

This study examined efforts in Costa Rica and in Guatemala in programs corresponding to the Cooperative Extension Service, and compared their methods and techniques with similar ones used in Hawaii. These three areas were chosen because they are similar in climate, crops, soils, and agricultural problems, but culturally different. These were among the conclusions reached: (1) the Hawaii program was much larger and more comprehensive than the other two; (2) group meetings and mass media approaches (except for radio broadcasts) were more prevalent in Hawaii, while more individual methods predominated in Costa Rica and Guatemala; (3) short courses and exhibits were used very little in all three areas, and relatively costly methods (result demonstrations, radio, motion pictures) were not considered too important; (4) farmers in all three areas rated talking and visiting, method demonstrations, and farm visits as most effective, and extension agents tended to agree; (5) direct personal contact was thought to be superior to mass media and group approaches.

1165 ADULT EDUCATION IN A LOCAL AREA: A STUDY OF A DECADE IN THE LIFE AND EDUCATION OF THE ADULT ITALIAN IMMIGRANT IN EAST HARLEM, NEW YORK CITY. Concistre, Marie J. New York University. 540 p., 1943.

A decade in the life and education of the adult Italian immigrant in East Harlem, New York City, was the focus of this study. Data were collected from a stratified random sample of families fifty of whom had had contact with adult education classes and fifty of whom had not. Data also came from agencies and documentary materials. It was concluded that while there had been many agencies and institutions in the Italian immigrant area in East Harlem which influenced the lives of the people directly and indirectly, the contribution was haphazard, sporadic, and inadequate to the known needs of the community. Moreover, there was little individual and no concerted attempt, among the institutions, to reach the people who were most in need of what they had to offer. Thus, even though the framework for an effective contribution to adult education was present, it was concluded that the main influence of adult education work in the community had been very slight when related to the population needs. It was further concluded that while cultural patterns of the Italian immigrant presented obstacles to assimilation in the carry-over of Old World patterns and traditions, there was nevertheless a strong indication of adaptability to change. Appreciation was shown for the privileges growing out of citizenship and the democratic processes as they filter into the life of the segregated immigrant community.

1166 FACTORS AFFECTING THE ACADEMIC SUCCESS OF FOREIGN STUDENTS IN AMERICAN UNIVERSITIES. Moore, Forrest G. University of Minnesota. 619 p., 1953.

1167 DEVELOPING INTERNATIONAL UNDERSTANDING - AN EXPERIMENT IN THE MODIFICATION OF ATTITUDES THROUGH CONTACT WITH PEOPLE FROM OTHER LANDS. Burleson, Derek L. Columbia University. 1960.

1168 THE POLISH IMMIGRANT IN BRAZIL: A STUDY OF IMMIGRATION, ASSIMILATION, AND ACCULTURATION. Price, Paul Hurvey. Vanderbilt University. 336. 1951.

1169 INTERACTIONS WITHIN CHINESE-AMERICAN FAMILIES OF PORTLAND, OREGON, RESULTING FROM CULTURAL DIFFERENCES. Liu, Yu-Chen. Oregon University. 1951.

1170 CHARACTERISTICS OF MOST AND LEAST EFFECTIVE INTERNATIONAL COOPERATION ADMINISTRATION EDUCATORS SERVING OVERSEAS. Myers, Noel Thomas. Indiana University. 1961.

7500 INSTITUTIONAL SPONSORS

*1171 COLLEGE PUBLICITY IN THE UNITED STATES. Fine, Benjamin. Columbia University. 196 p., 1941.

Questionnaires were sent to 275 college presidents and 275 publicity directors in the same institutions to find out whether fundamental differences in the objectives of college publicity existed among these groups; the colleges were classified by size and control (private, public denominational). Source materials also included news releases, reports and yearbooks, personal field visits, and the writer's professional experience. It was found that about 85% of colleges and universities have some form of publicity bureau; but only 50% operate on a full-time basis. 1930 is the median year of the origin of college publicity offices. College presidents and publicity directors were found to have comparable objectives regarding the function of the bureau; more than 2/3 of the presidents regard publicity as "extremely important" to their institutions. It was shown that the publicity officer is not fully aware of the influence of his new releases on the minds of adult readers; for the most part colleges neglected serious educational stories. Perhaps the greatest single retarding factor in the development of college publicity bureaus is lack of adequate funds. In view of the growing professionalism of publicity men and the importance of publicity to educational institutions, it is recommended that a School of Public Relations be formed, comprehensive enough to include work in journalism, in newspaper technique, and in higher education generally.

1172 A SURVEY OF THE CERTIFICATE AND TERMINAL CURRICULAR OFFERINGS OF UNIVERSITY EXTENSIONS AND EVENING COLLEGES. Laird, Byron Franklin. Indiana University. Ed.D. 8931. 654 p., 1954.

This is a survey of the certificate and terminal curricular offerings of university extensions and evening colleges. Data were collected from an analysis of the certificate and terminal curricular offerings in the 1951-1952 catalogs of the 192 different AUEC and NUEA evening colleges and university extensions and from three questionnaires. The 826 different terminal curricula offered by 112 of the 192 evening colleges and university extensions were of six types: (1) 426 in business; (2) 264 in engineering, scientific, or technical areas; (3) 103 in liberal arts; (4) 21 in home economics; (5) 9 in agriculture; and (6) 3 in miscellaneous areas. The median requirements in general education varied from 3.41 semester hours for 210 one year curricula to 17.65 for 461 one to two year curricula and 30.00 for 157 two to three year curricula. The median requirements in specialized education varied from 20.27 semester hours for one year curricula to 31.74 for one to two year curricula and 40.46 for two to three year curricula. Work experience was included in 109 of the curricula. Sixty-eight percent of the curricula were composed entirely of standard college courses, 21 percent of special terminal courses, and 11 percent of both standard college and special terminal courses. Certificates were the awards for the completion of 73 percent of the curricula, associate degrees for 19 percent, and diplomas for 7 percent. Most of the curricula were formulated by the faculty, at times with the assistance of various leaders from the community. The most commonly mentioned of 247 problems submitted were concerned with admission, transfer of credits, guidance, and the balance between general and specialized education.

1173 THE EMERGING EVENING COLLEGE: A STUDY OF FACULTY ORGANIZATION AND ACADEMIC CONTROL IN TEN EASTERN UNIVERSITY EVENING COLLEGES. McMahon, Ernest Edward. Columbia University. 517 p., 1959.

Using a literature review and interviews with administrators and faculty members, the author described and compared the emergence of evening colleges at Boston College, Boston University, the University of Buffalo, Brooklyn College, Columbia, Johns Hopkins, The University of Rochester, Rutgers, Seton Hall, and Syracuse University. Attention was focused on the related issues of purpose, academic standards and practices, institutional status, and faculty organization. Much of the confusion in these areas, both among and within institutions, stemmed from attempts to provide two types of programs and serve two purposes simultaneously: to offer adults regular college credit courses, and to provide special noncredit courses and other services with all their broad connotation of informal activities, student or group orientation, and social action. Despite occasions when attempts to blend the two purposes have jeopardized standards, the trend has run toward almost exclusive emphasis on traditional credit courses. (This may reflect heavy attendance by professional persons upgrading their qualifications, preprofessional students seeking to satisfy graduate school admission requirements, and adults seeking a college degree.) Two universities had already reorganized their evening divisions to combat allegations of low standards, and it appeared that others would have to do likewise.

1174 A CRITICAL STUDY OF THE ORGANIZATION OF UNIVERSITY EXTRA-MURAL WORK IN ENGLAND. Raybould, S. G. University of London. 326 p., 1951.

The author studied the organization of university extension in England, especially its effects on the character and quality of the adult education provided by the extramural departments of universities and university colleges. Although the treatment was partly historical, stressing developments since 1924, the main purpose was to evaluate existing extramural work in relation to the idea of a "university standard" in adult education and then develop suggestions for improving the policy, financial and staffing arrangements, and constitutional structure of the extramural departments. Early developments (1873-1919) were covered, followed by public grants-in-aid (largely under the amended Adult Education Regulations of 1924 and the Ministry of Education's 1946 provisions) and the types of extramural classes provided. Factors contributing to changes in legislation and policy were discussed--the rapid overall growth of the adult education movement since 1918, unequal expansion of voluntary bodies organizing elementary classes, and the impact of extension and lecture work before 1924 and the creation of extramural departments. Suggestions were also offered for an alternative policy on adult classes and for the development of adult education as a subject of university study. Appendix I: Relationships of extramural departments to armed forces education. Appendix II: Classes and course offerings, 1924-25 through 1948-49.

1175 THE ROLE OF THE UNIVERSITY OF KENTUCKY EXTENDED PROGRAMS IN THE STATE OF KENTUCKY. Wills, Glenn Elmore. University of Kentucky. Ed.D. 147 p., 1959.

The study examined the role of the University of Kentucky Extended Programs and evaluated its responsibilities to the people of the state. Data were collected through a literature review and through interviews with leaders of various organizations. There were much evidence that the University's public relations program is inadequate; and a widespread feeling among lay leaders that many of its curricula are not flexible enough to take into consideration the varying intellectual levels of students. These were among the recommendations: (1) classes should be expanded to include additional areas, more graduate work, and remedial work; (2) off-campus centers should stress basic freshman and sophomore programs, provide community leadership, and develop an adult program geared to local needs; (3) correspondence courses should be chosen extremely carefully, and upper-division degree courses should be severely restricted; (4) more emphasis on speech and drama courses, nonfilm audiovisual materials and activities, sercice to the aged, and special conferences and workshops, is needed; (5) the Extended Programs should offer musical programs, art exhibits, and presentations by speakers and group leaders.

*1176 ADULT COLLEGE STUDENTS: AN ANALYSIS OF CERTAIN FACTORS RELATED TO THE CHARACTERISTICS OF STUDENTS ATTENDING A UNIVERSITY ADULT COLLEGE. Knox, Alan B. Syracuse University. Ed.D. 353 p., 1958.

An inquiry was made into the characteristics of part-time adult students at University College, the adult education division of Syracuse University. The population was grouped on the basis of academic status; a student questionnaire and a personnel data sheet were devised. Pilot studies were conducted to refine the instrument in terms of validity, clarity, and ease of tabulation. Information concerning the community population was obtained from the 1950 U.S. Census summaries. A majority of students were married men between the ages of 25 and 45. They lived in the city. Half were in professional occupations; half, in the top three of 7 status levels. Almost all were employed full-time; one-third, by manufacturing firms. One-third were attending classes to obtain a degree; one-fifth to increase job competence; one-eighth for a combination of the above reasons. Credit enrollees had a lower median age than non-credit enrollees. There was no difference between the distribution of credit and degree status for students living in each of the socioeconomic status areas. Most students had financial assistance. The occupational distribution of men and women was significantly different.

*1177 AN EVALUATION OF ADMINISTRATIVE PRACTICES OF NINETEEN UNIVERSITY EVENING COLLEGES. Byrne, James Anthony. Chicago University. T2249. 152 p., 1954.

This study investigated the administrative structures and practices of 19 evening colleges, with particular reference to the functions of these colleges. Such aspects as delegation of authority, academic leadership, coordination, admission and registration procedures, degree requirements, course offerings, faculty selection and assignment, salaries and promotion, and evening college income and expenditures, were taken up. These were among the major findings: (1) although organizational patterns are supposed to reflect institutional objectives, both the nine autonomous and the ten nonautonomous evening colleges tended to espouse the same purposes and objectives; (2) as for delegation of authority, very few evening administrators had line assistants; (3) both evening and day students could (and did) cross-register and transfer freely between evening and day divisions without condition or penalty; (4) admission requirements were quite uniform; (5) each of the 19 institutions accepted, under certain conditions, students who did not meet formal entrance requirements; (6) although a majority of the 19 reported being financially self-sustaining, most of these were seldom assessed for operational costs other than instructional or administrative expenses; (7) functions of evening deans or directors tended to be unclear.

*1178 UNIVERSITY EXTENSION CENTERS IN THE UNITED STATES. Campbell, George William. Columbia University. Ed.D. 508 p., 1957.

After reviewing the social and academic background of university extension in England and the United States, the author described in detail the status and purposes of American university extension centers and examined the role they play in the structure of higher education. The origins, location, and aims of 78 centers were summarized, followed by data on administrative and organizational patterns, clientele characteristics and motivation, full-time and part-time faculty and their distribution, credit and noncredit course offerings and curricula, teaching methods, sources of financial support, library services, and miscellaneous physical facilities. A major conclusion was that the unique role of extension centers might lie in minimizing the persistent gap between existing educational opportunities (especially secondary education) and needs at the community-college level and above. The extension centers' easy adaptability to changing conditions and their connections with universities having statewide responsibilities would especially fit them for such a task. They could provide as many needed services as the purposes and resources of their parent institutions permit while providing encouragement and leadership to the upward expansion of public education in ways consistent with the public interest.

*1179 DESIGNING EDUCATIONAL PROGRAMS FOR ADULTS: A COMPARISON OF NON-CREDIT AND CREDIT COURSES. Harrison, James W. Chicago University. 145 p., 1957.

The effects of maturity of adult learners on educational program design was the focus of this study. The programs studied were credit and non-credit courses offered by university evening colleges. The credit courses represented adaptations of programs designed for regular university students; the non-credit courses were specially designed for adult students. The disadvantages of studying credit course designs after they had been adapted for adults were considered to be outweighed by the advantages of being able to study both non-credit and credit designs within the same institutional framework. The comparison was based on data from interview and questionnaire from teachers, students, and administrators of evening college courses in five universities. Additional interviewing was done in six other universities. Presented were: (1) the common features of designs for evening college courses; (2) the uncertainties in designing these courses; and (3) the three main factors which account for differences between credit and non-credit designs. These latter were identified as: limited time, the varied backgrounds of the students, and the self-evaluation technique most often used in the non-credit courses. These differences in emphasis were found to be consistent even when the courses were designed for different subjects and offered by different universities.

1180 A SURVEY OF EVENING INSTITUTIONS OF HIGHER EDUCATION IN THE LARGER METROPOLITAN COMMUNITIES. Keefer, Daryle E. Northwestern University. 355 p., 1946.

Covering six major metropolitan areas (New York, Chicago, Philadelphia, Cleveland, St. Louis, and Pittsburgh), this study surveyed 36 institutions of higher learning which have evening programs offering college credit. The history of evening programs in correspondence study, the lyceums (19th Century), the Chautauquas, and early university extension movement, was traced, followed by contemporary undertakings in university colleges, liberal arts colleges, and professional schools of engineering, commerce, art, and education. The study then focused on purposes and objectives of evening programs in the 36 institutions surveyed; curriculum content and organization (including certificates, diplomas, degrees, and prerequisites); faculty selection and qualifications; faculty promotion and salaries; financial policy and publicity; administrative measures for evaluating and improving instruction; student selection and admission; orientation and counseling programs; and miscellaneous student services.

1181 AN EVALUATION OF THE EXTENDED DAY PROGRAM AT SAN FERNANDO VALLEY STATE COLLEGE. Manley, Charles A. Washington State University. Ed.D. 62-930. 125 p., 1961.

A study attempted to identify certain characteristics of the extended day program at San Fernando Valley State College and evaluate this program in comparison with the regular day program. Data were obtained from college records and three questionnaires completed by extended day students and faculty. Extended day students were divided according to sex and had a median age of 32 years. The majority were married, working full time, and enrolled in six credit hours or less. The faculty was primarily full time and had doctoral degrees. No significant difference was found in the academic backgrounds of faculties. There was no significant difference in grade distributions, but there were more student withdrawals from extended day classes. Comparable academic standards were maintained but faculty spent more time counseling day students and preferred the shorter, more frequent classes. More work was required of regular day students and student personnel services were considered superior in regular day sessions. It was concluded that, in general, the extended day program was comparable with the regular day program.

1182 THE UPWARD OR OUTWARD EXTENSION OF EDUCATION IN BURBANK, CALIFORNIA. Clark, Edwin Clarence. Stanford University. Ed.D. 1955.

1183 A STUDY COMPARING THE ACADEMIC APTITUDE OF UNIVERSITY EXTENSION AND CAMPUS STUDENTS. Farnum, Hollis B. University of Rhode Island. 250 p., 1956.

1184 A FOLLOW-UP STUDY OF STILLMAN COLLEGE GRADUATES. Hardy, Blanch Brewster. Michigan State University. 125 p., 1960.

1185 A FIVE YEAR OCCUPATIONAL HISTORY OF THE 1947 CLASS OF STANFORD GRADUATES. Harris, Kenneth Earl. Stanford University. Ed.D. 259 p., 1955.

1186 AN INVESTIGATION OF THE STATUS OF THE STUDENT PERSONNEL PROGRAM IN EVENING COLLEGES. Simonaitis, John. Ed.D. 61-524. 1960.

1187 A COMPARATIVE STUDY OF THE PERFORMANCE OF MALE GENERAL EDUCATIONAL DEVELOPMENT STUDENTS AND MALE HIGH SCHOOL GRADUATES WHO MATRICULATED AT FLORIDA STATE UNIVERSITY, 1948-52. Whitley, Wallace Claxton. Florida State University. Ed.D. 58-1593. 1958.

1188 AN ANALYSIS OF SELECTED AREAS OF BRITISH FURTHER EDUCATION, 1926-1938. Wilbur, Leslie E. University of Southern California. 62-3753. 1962.

1189 THE RELATION OF INTERESTS, VALUES AND PERSONALITY TO THE MAJOR FIELD OF STUDY IN COLLEGE. Sternberg, Carl. New York University. 233 p., 1953.

1190 THE RISE OF THE UNIVERSITY SCHOOL OF EDUCATION AS A PROFESSIONAL INSTITUTION. Partridge, Arthur Ray. Stanford University. Ed.D. 408 p., 1958.

1191 THE ROLE OF DEGREE PROGRAMS IN ADULT HIGHER EDUCATION. Sager, G. Allen. University of Wisconsin. 1958.

1192 A PROPOSAL FOR AN EXTENSION DIVISION FOR POTOMAC UNIVERSITY, WASHINGTON D.C. Downing, Lawrence Richard. University of Nebraska. Ed.D. 58-5898. 1958.

1193 THE RELATIONSHIP BETWEEN SEVERAL SELECTED FACTORS AND SUCCESS IN GRADUATE STUDY IN EDUCATION. Nuttall, Richard Voight, Jr. Pittsburgh University. 102 p., 1959.

1194 THE ORGANIZATION OF POST-HIGH SCHOOL EDUCATION IN FLINT. Lean, Arthur E. University of Michigan. 1948.

1195 A SURVEY OF THE ADEQUACY OF SELECTED POST-HIGH SCHOOL EDUCATIONAL INSTITUTIONS OF WESTERN NEW YORK, 8TH JUDICIAL DISTRICT, IN SATISFYING THE DEMANDS OF AREA HIGH SCHOOL GRADUATES FOR FURTHER EDUCATION. McIntyre, Lloyd Frank. University of Buffalo. 1955.

7600 Cooperative, Rural Extension

*1196 COMMERCIAL FERTILIZER MANUFACTURER AND DISTRIBUTOR REPRESENTATIVES' PERCEPTION OF THE ARIZONA COOPERATIVE EXTENSION SERVICE. Amburgey, Lyman Robert. Wisconsin University. 63-631. 209 p., 1962.

This study,examined commercial fertilizer manufacturer and distributor representatives' perception of the Arizona Cooperative Extension Service. One hundred and forty respondents were interviewed. The relationships between variables were tested with chi square and coefficient of contingency tests. Extension's educational responsibility was understood fairly well by four-fifths of the respondents. Providing information directly to farmers and representing and co-ordinating University and U.S. Department of Agriculture programs in the county were considered very important by three-fourths of the respondents. Two-thirds believed that providing information and training assistance to agricultural industrial groups was very important. Half of the respondents thought extension program planning was very important. The program areas of production, management, and conservation were considered to be of greatest importance in terms of extension program responsibilities. Conservation and public policy were areas most needing increased emphasis. Family living was consistently rated very low. Respondents believed that Extension workers were generally very well qualified and were keeping up-to-date on scientific and technological developments in soils and fertilizers. Extension's educational program was considered to be most valuable to: (1) farmers, (2) youths, (3) farm organizations, and (4) fertilizer manufacturers and distributors, in that order.

*1197 AN OPINION SURVEY OF AGRICULTURAL EXTENSION WORK IN ONTARIO. Baker, Harold Reid. Cornell University. 59-2690. 178 p., 1959.

The study assessed the degree of consensus of opinion between specified groups of Ontario government extension workers and farm operators on questions related to extension work; and investigated problem areas of current interest (1958) to the field of agricultural extension in the province. Interviews were held with 100 full-time extension workers, 92 part-time specialists, 22 administrators, 303 farm operators who were members of the Farm Radio Forum, and 247 other farmers chosen at random. Findings on the strengths and weaknesses of Ontario agricultural extension led to recommendations for coordination of all government rural extension work; creation of opportunities to discuss and define useful objectives; initiation of a publicity program; inservice training in extension philosophy and attitudes; careful definition of positions and roles; additional supervision on a regional basis; provincial and county program planning committees; formation of a Department of Extension Education for social science research and teaching; and encouragement of regular professional continuing education.

*1198 SOME BASES FOR COORDINATION OF COOPERATIVE EXTENSION PROGRAMS WITH RESEARCH AND RESIDENT INSTRUCTION IN SELECTED LAND-GRANT INSTITUTIONS. Hyatt, George, Jr. Wisconsin University. 61-1533. 160 p., 1961.

This study identified and examined some bases for coordination of Cooperative Extension programs with research and resident teaching in four land-grant institutions. The population was composed of 245 persons. The selected institutions varied from the type of organization in which specialists were nearly completely aligned with subject-matter departments to those completely aligned with extension administration. All departmental chairmen, research-teaching personnel and extension specialists within the departments of agronomy, agricultural economics, and animal husbandry were interviewed and were asked to complete a questionnaire. The Dean of the College of Agriculture and the Directors of Resident-Teaching Research and Extension were interviewed. An open-ended questionnaire was used. The following were among the conclusions: (1) there was a relationship between the degree of coordination effected by extension and research-teaching functions within the four land-grant institutions and the historical background related to the coordination of teaching research, and public service of the institution; (2) there were distinct differences between the four types of organizations in relation to the sharing of responsibilities for staffing, programming and budgeting with subject-matter department heads and directors.

*1199 AN ANALYSIS OF THE ORGANIZATIONAL GROWTH OF THE ARKANSAS COOPERATIVE EXTENSION SERVICE. Holley, Andrew Leon. Wisconsin University. 61-3115. 190 p., 1961.

This was a quantitative case study of the growth of the Arkansas Cooperative Extension Service. Emphasis was placed on the questions of staff growth, and the relationship between factors within and external to the organization. Patterns of change during the period 1915 to 1960 were studied for the following five variables: (1) number of farms, (2) total population, (3) average sales per farm, (4) assessed valuation, and (5) rural population. Changes in distribution of personnel within the organization were considered from two points of view; (1) changes in terms of Extension classifications of personnel, and (2) changes in terms of classifications of personnel used in theoretical formulations of organizational growth. In agreement with the findings and theoretical predictions of Mason Haire for industrial organizations, the following changes in the distribution of the staff of the Arkansas Cooperative Extension Service occurred as the organization increased in size: (1) "inside" employees increased by a cube function as "outside" employees increased by a square; (2) growth patterns for line and staff personnel were very nearly parallel; (3) the ratio of supervisors to supervised decreased steadily; (4) the number of management personnel increased, but more slowly than total personnel. Thus, this group accounted for an increasingly smaller part of the total; and (5) the number and proportion of clerical personnel increased.

*1200 THE ORGANIZATION AND OPERATION OF EXTENSION MARKETING PROGRAMS IN SELECTED STATES, 1957. Evans, Jean Charles. Wisconsin University. 59-3185. 212 p., 1959.

This study was designed primarily to develop a body of knowledge about the characteristics of people, policies, and administrative organizational structure associated with educational programs in marketing carried on by the Cooperative Extension Services in eight states; Ohio, Michigan, New York, Georgia, California, North Carolina, Delaware, and Pennsylvania. Individual personal interviews were conducted, using open-ended questions. There were 286 individuals. The analysis revealed: (1) a widespread lack of overall program planning by anyone at the state administrative staff level; (2) predominant attention being given to specific groups of clientele rather than to specific problems regardless of clientele; (3) a general dissatisfaction by marketing specialists with having to conduct their educational programs through county extension offices; (4) little serious concern about the particular administrative structure in the state; (5) general discontent by specialists with the amount of research information available, but a generally inadequate effort being made to locate what was available; (6) the continuing employment of personnel inadequately trained and experienced for assignments being made; (7) little attention being given to the development of pre-service or in-service training; (8) the existence of many problems where generalized rather than specific assignments were being made; (9) variable success with the use of lay advisory committees; (10) little attention being given to evaluating results of programs except in terms of activity.

1201 COUNTY EXTENSION PROGRAM DEVELOPMENT: CASE HISTORIES OF TWELVE

COUNTIES. Darter, Vernon Webster. Harvard University. D.P.A. 319 p., 1955.

The primary objective of this study was to give a brief history of program development in twelve counties, six in Tennessee and six in Georgia. The secondary objective was to analyze the case histories of these twelve counties in order to determine those methods of program planning which were likely to be more successful than others. The Extension Service of Tennessee had no stated policy on program development. It was left to the discretion of the district agents as to what guidance would be given to county extension agents. The guidance given was done in district meetings of extension agents and in county visits. Program planning was generally discussed separately with the county and home agents. The Extension Service of Georgia had a stated policy on program development and had conducted two series of meetings to demonstrate the techniques and procedures of county program development. The extension agents were required to submit to the state office an "extension program" and a "plan of work". There were three groups -- A, B, and C. The counties in Group A were better agricultural counties, with relatively large urban populations. The population had increased more rapidly than in Group C, but not so high as in Group B. Their Level-of-Living Index was higher than the other two groups. Group A counties were also more highly organized and their extension agents devoted more of their time to extension organization and program planning.

1202 THE ADMINISTRATIVE ORGANIZATION, PROGRAM PROCEDURES AND PERSONNEL POLICIES OF THE LOUISIANA COOPERATIVE EXTENSION SERVICE. Dunlap, Martha Lois. Wisconsin University. 58-2558. 278 p., 1958.

The purpose of this study was to describe the administrative organization, program planning procedures, and personnel policies of the Louisiana Cooperative Extension Service. The conclusions were based on certain principles that are related to four aspects of the study: administrative organization, program development, personnel policies, and the decision-making process. The following were among the conclusions: (1) the staff of the Louisiana Cooperative Extension Service was organized in a hierarchical arrangement with vertical lines of authority and responsibility; (2) most of the individuals understood their particular area of authority and responsibility; (3) the span of control in many areas appeared to be too large for effective supervision; (4) authority and responsibility were divided on the basis of two major divisions--agriculture and home economics; (5) subject-matter programs were not coordinated with the research and resident teaching functions; (6) the service had developed general policies and procedures for program development, for the purpose of encouraging the cooperative development of programs by local people, parish agents, specialists, and supervisors; (7) the

Louisiana Service engaged in numerous in-service training activities; (8) supervisors evaluated the performance of their personnel; and (9) the different staff levels were not represented in making the decisions described in the study.

*1203 THE ROLE OF THE COOPERATIVE EXTENSION SERVICE IN ALASKA. Buswell, Arthur Stephen. Wisconsin University. 59-3244. 291 p., 1959.

This study investigated perceptions as to the existing (1958) and future roles of the Alaska Cooperative Extension Service (CES), and relationships of certain personal background characteristics to perception of various CES roles. Personal and group interviews were held with 196 respondents--CES staff members, district advisory committee members, 4-H and homemaker council workers, and personnel in closely associated Federal and state agencies. Major perceived purposes of Extension were disseminating information and teaching skills in agriculture and home economics, and aiding in youth development. Other purposes receiving less emphasis were family living, marketing, farm and home management, leadership in public affairs, community services, and local representation for the University of Alaska and the Department of Agriculture. These were among the other findings: (1) family living was the subject area receiving most emphasis, but respondents felt that youth development should be stressed; (2) it was felt that the direct provision of information to the people, the use of mass communication, and the needs of homesteader and farm family clientele groups, are being (and should continue to be) stressed. A number of recommendations were formulated.

1204 THE BANNAN PLAN: A STUDY IN POLICY-FORMULATING AND OPINION-INFLUENCING ACTIVITIES OF THE U.S. DEPT. OF AGRICULTURE. Christenson, Reo Millard. University of Michigan. 309 p., 1953.

1205 A CONTENT ANALYSIS OF THE 1959-1960 COMMUNICATION TRAINING PROGRAM OF THE PURDUE UNIVERSITY COOPERATIVE EXTENSION SERVICE WITH EMPHASIS ON CERTAIN COMMUNICATION PRINCIPLES. Johnson, James Albert. Purdue University. 1960.

See also: 2230 Rural communities; 6700 Agriculture, home economics.

Related: 5280 Fundamental and literacy education abroad; 5550 Community development programs abroad.

7700 Junior Colleges, Community Colleges

1206 FACTORS AFFECTING FACULTY MORALE IN FOUR COMMUNITY COLLEGES. Kosow, Irving Lionel. New York University. 61-334. 163 p., 1960.

This study focused on factors affecting faculty morale in four community colleges. A morale instrument, originally refined from over two-hundred questions by a Q-sort technique, contained one-hundred-and-two questions bearing on ten major areas of personnel practice. A second instrument served to provide a variety of personal data such as combined family income, tenure status, professional memberships, teaching load, faculty rank and other items of a personal nature. In addition, specific questions relating to job satisfaction, necessary to the validation of the morale instrument, were incorporated in this second, data-gathering questionnaire. A total of fifty-nine cases, divided into two, approximately equal, groups were used to validate the morale instrument. The high morale group mean was 90.84. The low morale group mean was 31.57. Responses of the two groups were compared on a scale consisting of questions relating to job-satisfaction. Differences between the means of the two groups on this job satisfaction scale were significant at better than the one percent level. Reliability of the morale instrument, tested by the split-half method on two-hundred-and-two cases, yielded a half-length coefficient of 0.869 and the Spearman-Brown correction for full-length yielded a reliability coefficient of 0.931. In those designs which were confined to examination of the respective faculties of each institution, no differences of statistical significance were discernible in faculty morale status with regard to combined family income, tenure status or professional attitude. Significant differences, however, in faculty morale status resulted from faculty rank. In those designs which were confined to examination and comparisons between institutions, significant differences were found in the mean morale status of the participating institutions. Differences of significance were also due to such factors as authoritarianism in administration and academic freedom. No differences of significance were found, regarding such factors as tenure and teaching load, between institutions.

1207 JUNIOR COLLEGE PROVISIONS FOR ADULT EDUCATION. Bradley, Burke W. Missouri University. 465. 215 p., 1942.

This study examined the offerings for adults in public and private junior colleges in the United States as published in their catalogues and as shown in their annual reports. Case studies were made of public junior college centers in Missouri by submitting a questionnaire, interviewing officials and teachers, examining State Department of Education records, and by collecting circulars and mimeographed materials. It was concluded that: (1) junior colleges, both public and private, had definitely entered the field of adult education; (2) in providing adult education services, junior colleges should offer credit, non-credit, or both credit and non-credit classes at convenient times in accordance with the interests and desires of the students; (3) the sponsoring of forums, lectures, concerts, dramatic productions, exhibits, and recreational activities indicated that the junior college administrators believed that these were worthy services and would accomplish educational purposes; (4) the extent of adult education activities and enrollments showed that adult education was a significant service of the junior college; and (5) radio provided a large audience that listened regularly and was a means of education of the people of the area served by the junior college.

1208 AN APPRAISAL OF CERTAIN ASPECTS OF THE CURRICULA OF THE COMMUNITY-JUNIOR COLLEGES IN WASHINGTON. Gordon, Shirley Blom. State College of Washington. 25,057. 150 p., 1957.

The purposes of this study were to obtain information descriptive of the curricula offered in the public junior colleges in Washington and to appraise the curricula by applying criteria selected from the junior college literature. Data relevant to the fourteen criteria were obtained from the junior colleges during personal interviews with administrative personnel and from the enrollment records for the 1955-56 school year. Based upon the findings and analysis of data, the junior colleges were found to be serving in accordance with eleven criteria. The following were areas of compliance. All the junior colleges provided: an adult education program; terminal, transfer, and general education; community services; and guidance. Provisions were made for terminal-vocational, part-time, and special students. Special opportunities were available to men, women, and individuals with matriculation deficiencies. Non-compliance with the criteria was evident in: the absence of combined alternate periods of school attendance and closely related on-the-job experience; the lack of program planning procedures which involved participation of people from the community; the use of limited procedures for program evaluation. Functions mentioned by the majority of the authorities were being fulfilled. These functions related primarily to the kinds of courses and curricula which should be available.

1209 A CRITICAL ANALYSIS OF ADULT EDUCATION IN JUNIOR COLLEGES IN THE UNITED STATES. Rushing, Joe B. Texas University. 201 p., 1952.

This was an analysis of adult education in junior colleges in the United States. The survey method was used. During the decade 1920 to 1930 writers first mentioned adult education as a function of the junior college. An analysis of the data received from 65 junior colleges revealed that 3,134 courses were offered adults in 1950-51, an average of 47.5 courses per college. The number of courses offered by colleges in each enrollment group increased directly as the enrollment increased. The range was from 149 courses given by fifteen colleges having adult enrollments from 100-249 to 1,744 courses in the fifteen colleges with 3,000 or more adults enrolled. The 66 colleges offered 1,168 courses classified as academic courses; 429 as language and speech arts, 355 as science and mathematics, and 384 as social science courses. In the academic areas 1,966 courses were given: 235 in fine arts, 1,664 in vocations and semi-professions, and 67 in recreation. In the academic year 1950-51, 65 junior colleges employed 210 full-time and 2,887 part-time instructors in their programs of adult education. The most common practice for compensation was to pay instructors on an hourly basis. In small institutions the administrative head of the regular day school was usually in charge of the adult education program. General advisory committees were used by 43.9 percent of the colleges studied, while 51.5 percent had special advisory committees for certain classes. Eleven states gave junior colleges financial aid for adult education.

1210 BUSINESS EDUCATION FOR ADULTS IN THE JUNIOR COLLEGE. Chomitz, David Lincoln. Columbia University. Ed.D. 182 p., 1956.

As a result of the judgments of a jury, eighteen conditions for effective business education for adults in the junior college were established. These conditions were used to examine the practices in seven junior colleges. Twenty-five staff members were interviewed. For the most part, formal courses that could be credited toward a degree or certificate accounted for the greatest part of the adult enrollment in the business courses. In all seven institutions these formal courses were taught by practically the same persons. Ten of the eleven jurors indicated that provisions for these formal credit courses were essential for an effective program. The adults attending these informal courses in business were, on the whole, older and were holding higher level positions than those attending the formal credit business courses. Sometimes, adults attending these informal courses were not ordinarily given grades, and many of the informal courses were not scheduled for the same number of hours as were the credit courses. Many of the adult classes differed subtly from those offered youth in the day programs; for example, adults taking a business machines course were able to concentrate on a particular machine related to their duties than to a prescribed number. Discussion and leadership techniques were sometimes used in the adult classes. Administrators of both formal and informal business courses for adults agreed that the least effective instructor was the highly-desired businessman specialist who had no teaching experience or training.

1211 THE STATUS OF EXTENSION EDUCATION IN THE PITTSBURGH PUBLIC SCHOOLS. Lynch, John C. Pittsburgh University. 1952.

1212 THE COMMUNITY COLLEGE IN OHIO. Williams, Glenn David. Ohio State University. 60-6420. 1960.

7800 Public Schools

*1213 A STUDY OF PROBLEMS IN PUBLIC SCHOOL ADULT EDUCATION IN FLORIDA. Burnsted, James Lawson. University of California (Los Angeles). Ed.D. 184 p., 1962.

Using a literature review followed by 189 interviews with adult students, teachers, and administrators, the author investigated problems in Florida public school adult education. Seven problem areas were defined and explored: (1) communication obstacles, marginality of adult education, and public relations; (2) planning and adjusting the curriculum to changing needs; (3) sources of, and responsibility for, financial support; (4) the effect of state and local regulations and of the enrollment economy (course reimbursements based solely on attendance) on the clientele; (5) selection, training, supervision, and compensation of personnel; (6) pressures for changing educational objectives and a broader spectrum of courses and educational services; (7) provisions for safety, comfort, pleasure, and access (including such matters as parking, administrative services, and dropout prevention). Specific questions and challenges arising out of these problem areas were suggested, together with implications reflecting the adult education literature as well as the existing situation in Florida.

1214 AN APPRAISAL OF THE ADULT EDUCATION PROGRAM OF THE HIGHLAND PARK PUBLIC SCHOOLS, HIGHLAND PARK, MICHIGAN. Cheskie, Sophie Veronica. Wayne State University. Ed.D. 58-1187. 534 p., 1957.

This was an appraisal of the adult education program of the Highland Park Public Schools, Highland Park, Michigan. Data were obtained from two main sources--the student body of the 1957 winter term and selected community leaders. A total of 2,096 questionnaires were administered to the adult population. Of this total, 116 were not returned and 88 had to be discarded because of incomplete answers. A random sample of every other one was taken of the remaining 1,892 questionnaires. The final sample represented 946 completed questionnaires. The following were among the conclusions: (1) among the students, there existed a preference for and a uniformed acceptance of two generalized types of counseling services--"over the counter" and "informational"; (2) the most popular reasons for enrolling in adult education classes were "vocational", "cultural", "educational", and "social"; (3) students were enrolled in the following subject areas: general academic, business and commercial, homemaking, and leisure-time activities; (4) enrolled students indicated that their future enrollment would be concentrated in the following subject areas: general academic, business and commercial, and homemaking; (5) the quality of instruction in all areas was appraised as excellent; (6) enrolled students expressed satisfaction with the services and curricular offerings of the program; and (7) the adminstrative leadership of the program was thought to be commendable.

1215 ADULT EDUCATION IN TRANSITION: A STUDY OF INSTITUTIONAL INSECURITY.
Clark, Burton R. California University. 1210. 245 p., 1954.

This study is a sociological inquiry in the functioning of educational organizations. It is based on a year's research in the Los Angeles School System during which diverse research techniques were utilized: informal association and interview; the study of organizational documents; the use of mail questionnaires and formal interview. Adult education departments within the California school system have been importantly shaped by three state-wide historical conditions: the open-ended goals of the field of adult education; the enrollment economy of the state system; and the marginality of adult education as a public school activity. The basic operating pressures of the adult educational units stem from their marginal position and their need for survival and security in the face of voluntary clienteles. These pressures determine the central characteristics of adult schools: the nature of their teaching forces; the composition of the curriculum; the orientation of the administrative role; the relationships of the schools to the general public and the organized groups of the population. From the historical context there has emerged a polar type of service organization which may be contrasted to a professionally controlled one. The service type has rules of conduct for administrators, teachers, and students that differ from traditional norms of school systems. These are described and their determinants and consequences analyzed.

1216 ELEMENTS THAT SEEM TO CONTRIBUTE TO SUCCESSFUL ADULT EDUCATION PROGRAMS IN SELECTED PUBLIC SCHOOLS OF THE STATE OF NEW YORK.
Degroat, Fannie Metcalf. Cornell University. 259 p., 1952.

Covering 17 school districts across New York during the 1949-50 school year, the author surveyed selected schools of different sizes where she knew of interesting work being done in adult education. Schools were grouped by size (i.e., number of periods spent by students in adult classes). Organization and administration, program planning, and educational services were examined in each of the 17 programs. Some findings and conclusions were: (1) ten schools devoted more time to adult program administration than the state average; (2) the majority of adult program funding came from taxes; (3) advice from specially organized citizens' groups seemed to contribute to successful programs; (4) there was much cooperation with public school adult education directors on the part of leaders in other organizations; (5) individual counseling was given in every school; (6) registrants were most numerous in lecture-forum type meetings, civic and public affairs education, and family life education; (7) courses were offered which leaders felt would meet needs or were similar to successful programs elsewhere; (8) four programs included child care provisions; (9) there was not much objective program evaluation or organized effort to improve instruction.

1217 TRENDS IN PUBLIC SCHOOL ADULT EDUCATION. Edwards, Funson. Tennessee University. Ed.D. 58-7596. 208 p., 1958.

This study, Trends in Public School Education, was developed through the use of three major sources: review of literature, adult school questionnaire, and conferences. The questionnaire contained 21 adult school trends identified in the literature and submitted to 108 adult school directors for verification. A 62 percent response was secured. Directors gave least response to trends in finance and greatest response to organization and administration. Responses revealed some unrelated patterns of operation and procedure. Of the 21 trends identified, two had over 70 percent acceptance; four had between 50 and 60 percent; and fifteen had less than 50 percent. The two which scored over 70 percent were: "establishing an adult education department" (71.87%) and "designating an adult school director" (70.31%). The four comprising the 50 to 60 percent group were: "increased enrollment in adult education", "enlisting support from community organizations", "keeping public informed of adult school program", and "greater pupil freedom in course selection". Additional findings revealed a trend towards liberal adult education and continued emphasis on vocational courses. Adult school personnel were community conscious, and sought to inform the public of their school objectives and progress. Most adult school officials continued to rely upon local financial support for the operation of their programs.

*1218 TRENDS IN PUBLIC SCHOOL ADULT EDUCATION IN CITIES OF THE UNITED STATES 1929-1939. Hendrickson, Andrew. Columbia University. 167 p., 1943.

A study was made of public school adult education in the decade that began with the worst economic depression in history and ended with the false prosperity of the 1939 war-created industrial boom, a period when educational services of the marginal type, such as adult education, could be assumed to have suffered. An analysis of existing literature was made; questionnaires were sent to school systems in all cities of 1000,000 population or over and about 25% of those of 10,000 to 99,000 population (236 in all); and field studies were made in 14 representative cities. Usable replies were received from 61 cities. Trends in the area of administration, teaching personnel, student personnel curriculum and teaching were analyzed. The trend in curriculum and teaching was most significant as was shown by the increasing attention which was being given to problems of pre-service and in-service training of teachers and particularly to the sociological and psychological factors pertaining to adults in the development of teaching method. In all too few instances were schools more than vaguely aware of the new adult education clientele which was arising to displace the old formal night school groups where adults could be offered educational experiences that they wanted, under informal circumstances, without any attempt to meet externally imposed requirements or specifications. The study, stopping as it did before the growth of the war training courses, the war impact, and the dissolution of the W.P.A. programs, makes it a more objective basis upon which to discuss the responsibilities and opportunities of adult education in the future than it would had it included reference to any of the war influences.

1219 STATUS AND OPINIONS OF ADULT EDUCATION IN THE PUBLIC SCHOOLS OF MISSOURI. Nagel, Roland F. Missouri University. Ed.D. 4276. 238 p., 1952.

Data on the status of public school adult education in Missouri were obtained from records of the State Department of Education and from forms sent to those in charge of adult programs and distributed to adults attending classes for the 1951-52 school year. Adult classes, mostly reimbursable, were offered in communities of all sizes throughout the state, financed from public funds in addition to or without fees charged to students. The major unmet need was for general courses such as child care, current events, arts and crafts, consumer education, and academic subjects. Lay groups did not assist in program planning. Regular high school teachers often teach adult classes, nearly all paid but in some cases, the salaries were small. Most students were 21 to 35 years of age and with above average education. Men enrolled for occupational reasons, women for self improvement and leisure activity. There was a need for better teachers, more extensive courses on an adult level, and better publicity, lighting, and seating facilities. Adult students were evenly divided as to whether they should pay all expenses of adult programs themselves or rely on some public aid in addition to student fees. They favored the use of state funds to local taxation, however.

*1220 A COMPARATIVE STUDY OF SOME INTERESTS AND ATTITUDES RELATIVE TO PUBLIC SCHOOL ADULT EDUCATION. Wasinger, Gordon Bernard. Iowa State University. 61-1940. 468 p., 1961.

A study was made to determine the possibility of difference in verbal interest expression between those who attend adult education programs and those who do not attend. A random sample of adults who had attended the last session of evening school in five Iowa communities were compared to nonparticipants. The 338 interviewees responded to each of ten interests on a five-degree scale and also ranked the interests. Neither between participants and nonparticipants nor between one community and another were there significant differences in verbal expression of educational interests or selected attitudes but the subject areas of family relations, community development, and religious understanding seemed to hold promise for attracting nonparticipants. Group analysis by age, education, occupation, and income provided data for program planning. Recommendations were for studies to clarify the role of motives and the relative value of the various types of interest responses. Questionnaire forms and an eleven-page bibliography are appended.

1221 A STUDY OF THE ACCREDITATION STANDARDS FOR ADULT ACADEMIC PROGRAMS IN ELEMENTARY AND SECONDARY EDUCATION IN THE UNITED STATES. Hensarling, Paul Reginald. University of Houston. Ed.D. 125 p., 1957.

This study investigated how the state departments of education evaluate and accredit public school adult academic programs, proposed accreditation standards and criteria, and formulated an evaluation instrument for use in accreditation or self-evaluation of programs. A list of standards or criteria was compiled and grouped into five principal categories: (1) Objectives, Organization, Administration; (2) Program of Instruction; (3) Facilities; (4) Teacher Qualifications; (5) Promotion and Support. A special questionnaire sent to 32 authorities in 30 states elicited judgments on the validity of the criteria. The respondents accepted all five categories; they ranked Program Instruction highest. (OOA and Teacher Qualifications shared second place; Facilities and Promotion and Support, third place.) It was proposed that the special questionnaire and the accreditation standards survey be made available to all state departments of education. (The evaluation instrument could be included in adult education handbooks for local school officials, or be used to aid in program accreditation, program planning, or evaluation at the local school district level.)

*1222 THE IMPLICATIONS FOR A GRADUATE TRAINING PROGRAM IN THE PREPARATION OF PUBLIC SCHOOL ADULT EDUCATION ADMINISTRATORS BASED ON AN

ANALYSIS OF ADMINISTRATIVE PRACTICES OF DIRECTORS IN SELECTED MICHIGAN COMMUNITIES. Cave, William Marion. Michigan State University. 58-2318. 255 p., 1957.

This study was concerned with analyzing the administrative duties and responsibilities of public school adult education directors in selected Michigan communities. The methodology employed by the investigator consisted of: (1) the structured interview, (2) direct observation, and (3) informal interviews. The major findings were as follows: (1) the adult education programs studied had taken on what might appropriately be termed a "service" character and as such they were highly sensitive and adaptive to the expressed interests of their clientele; (2) the basic administrative orientation of the local adult education directors was "other-directed" or community-centered; (3) the study indicated that although all directors were generally responsible for program administration and organization, they tended to minimize the relative importance of these internal functions in favor of external, non-institutional factors; (4) programs were found to be marginal in status and, as a result, directors were insecure and seemed to be somewhat detached from the regular public school staff; (5) the primary role of the adult education director was one of service--service to clientele and to significant community agencies and organizations; and (6) public relations emerged as the most important operational area in terms of program growth and development.

1223 AN ANALYSIS AND EVALUATION OF ADULTS KNOWLEDGE OF PUBLIC SCHOOL MATTERS. Davis, William Eben. Ed.D. 60-2700. 1960.

1224 A SURVEY OF THE PUBLIC EVENING TRADE SCHOOLS OF THE CITY OF NEW YORK. Gelman, Murray C. Columbia University. 1951.

1225 THE RELATIONSHIP OF PERCEIVED PAST SCHOOL EXPERIENCE AND ATTITUDE TOWARD LOCAL SCHOOLS TODAY. Lewis, Mark Edwin. Stanford University. Ed.D. 107 p., 1961.

1226 THE SELECTION, TRAINING AND EVALUATION OF SCHOOL BUS DRIVERS IN CALIFORNIA. Preece, Thomas William. University of Southern California. Ed.D. 406 p., 1961.

1227 A STUDY OF THE PLANNING AND DEVELOPMENT OF THE PROGRAM IN SELECTED NEWLY ORGANIZED SECONDARY SCHOOL DISTRICTS IN THE CHICAGO METROPOLITAN AREA. Metcalf, Robert Harold. Northwestern University. 60-4779. 1960.

1228 AN OPINION POLL ON ATTITUDES OF WHITE ADULTS ABOUT DESEGREGATION IN THE PUBLIC SCHOOLS OF KNOXVILLE, TENNESSEE. Jones, Douglas Rupert. George Peabody College for Teachers. 59-1106. 1958.

1230 AN EVALUATION OF THE SECONDARY-SCHOOL PROGRAM OF THE PUBLIC SCHOOL SYSTEM OF WARREN COUNTY, PENNSYLVANIA. Landin, Everett Arthur. Pennsylvania University. Ed.D. 59-2894. 1959.

1231 PRESSURES THAT ARE BROUGHT TO BEAR UPON CERTAIN ACTIVITIES OF THE PUBLIC SECONDARY SCHOOLS OF INDIANA BY NON-SCHOOL AFFILIATED ADULT INTEREST ORGANIZATIONS. Macowan, Thomas Defoe. Indiana University. Ed.D. 14579. 1955.

1232 A PLAN FOR THE ACTIVITIES OF A PILOT PROJECT IN COOPERATIVE EDUCATIONAL DEVELOPMENT AMONG THE PUBLIC SCHOOLS OF A LARGE CITY. Polley, John W. Columbia University. Ed.D. 1950.

1233 EDUCATION OF FOREIGN-BORN ADULTS IN THE PUBLIC SCHOOLS OF THE THREE LARGEST CITIES OF NEW JERSEY, 1907-1955. Ritchie, Harold Sands. Rutgers University. 1957.

1234 A COMPARATIVE STUDY OF SOME INTERESTS AND ATTITUDES RELATIVE TO PUBLIC SCHOOL ADULT EDUCATION. Wasinger, Gordon Bernard. State University of Iowa. 61-1940. 1961.

1235 STATUS AND TRENDS OF ADULT EDUCATION IN THE PUBLIC SCHOOLS OF MISSOURI. Williamson, Merril Delwin. University of Missouri. Ed.D. 58-7435. 1958.

See also: 5230 Adult basic education; 5290 English as second language

7900 Business and Industry

1236 A COMPARATIVE STUDY OF THE ADULT EDUCATION ACTIVITIES OF WOMEN'S BUSINESS AND PROFESSIONAL GROUPS IN NEW YORK CITY. Corbin, Claire. New York University. 17,641. 538 p., 1956.

This pioneering investigation was undertaken to determine, analyze, compare and evaluate the educational activities of all New York City women's business and professional groups from whom usable data could be secured, and to develop their philosophical implications. Data were collected by field research, utilizing depth interviews with responsible officers, structured around a comprehensive written questionnaire as a framework of reference. To facilitate comparative analysis, the forty-two organizations were classified into four logical categories, based upon nature of objectives, as follows: "business", "professional", "service", and "cultural". The principal analytical technique employed was tabular cross-classification, supplemented by occasional graphic presentation. Most of the professional organizations studied were founded and began their educational activities in the period extending from World War I to the present. They established certain basic educational objectives from their inception and consistently adhered to them throughout the years. The historical development of programs and methods to implement these objectives falls into three distinct periods: Early (1886-1915), Middle (1916-1940), and Late (1941-1955). Each succeeding period, although shorter in time, was marked by the accelerated expansion of the range of program types and methods adopted by both new and existent organizations. Analysis of the current educational activities of these groups in terms of objectives, programs, and methodology indicates many areas of concurrence as well as difference among the four major types of organizations. Out of a potential score of 100, these groups uniformly average between 65 and 67 percent, indicating extensive opportunities for improvement in actual practice if philosophical ideas are to be more closely approximated, both in goals and in operations. Similar differences between actual practice and normative ideal appear in varying degree as between basic type of organizations, within the various facets of the corollary working philosophy, dealing with operations rather than goals.

1237 AN INTRODUCTORY STUDY OF EDUCATION AND TRAINING PROGRAMS IN BUSINESS. Thomas, Benjamin Franklin. Indiana University. Ed.D. 425 p., 1954.

See also: 6150 Technical education; 6200 Management development; 6500-6850 Occupational education

8000 Armed Forces

1238 AN INVESTIGATION OF THE RELATIONSHIP BETWEEN AUTHORITARIAN ATTITUDES AND LEADERSHIP SELECTION IN A MILITARY SETTING. Hallander, Edwin Paul. Columbia University. 4574. 99 p., 1952.

An investigation of the relationship between authoritarian attitudes and leadership selection in a military setting was the focus of this study. Nine sections of Cadets at the Naval School of Pre-Flight, a total sample of 268 cases, were used as subjects in the investigation. At the end of their third month of training the Cadets were requested to fill out a leadership nomination form for their section wherein they indicated three Cadets whom they considered to be best qualified for the hypothetical position of "student commander," and three whom they considered to be least qualified. Within the same week, Cadets were asked to complete the F-Scale. Following this, leadership scores and authoritarianism scores for all Cadets were converted to standard scores based upon the individual section. Two major analyses were undertaken to test the hypothesis: the first, a chi-square analysis making use of categories of "high," "medium," and "low" for the two study variables: the second, a straightforward correlational analysis. The major findings of these analyses may be summarized as follows: (1) Authoritarianism and leadership were found to be nagatively related at a low, but significant level (r= -.23). (2) The leadership nominees of those Cadets "high" or "low" on authoritarianism were not found to differ significantly with respect to their authoritarianism scores. (3) Intelligence was found to be significantly related to both authoritarianism (r= -.21) and leadership (r= +.30). However, authoritarianism and leadership remained significantly related even when the effect of intelligence was held constant (r = -.18).

1239 ARMY TRAINING OF ILLITERATES IN WORLD WAR II. Goldberg, Samuel. Columbia University. 1948.

1240 EDUCATIONAL REORGANIZATION IN SOUTH KOREA UNDER THE UNITED STATES ARMY MILITARY GOVERNMENT, 1945-1948. Nam, Byung Hun. University of Pittsburgh. 275 p., 1962.

1241 AN EVALUATION OF THE EDUCATIONAL PROGRAM OF THE INDUSTRIAL COLLEGE OF THE ARMED FORCES WITH IMPLICATIONS FOR HIGHER EDUCATION. Packard, Duane Leslie. American University. Ed.D. 209 p., 1962.

1242 THE EVALUATION OF AN IN-SERVICE TRAINING PROGRAM WITH SPECIAL REFERENCE TO THE TRAINING PROGRAM FOR SERVICE SCHOOL OFFICERS OF UNITED STATES NAVY. Ruffner, Ralph Windsor. George Washington University. 1948.

1243 EDUCATIONAL ACTIVITIES OF THE MAJOR SERVICE CLUBS. Rumbath, Lloyd F. University of Pittsburgh. 1943.

1244 DEVELOPING THE PROGRAM FOR THE SPECIAL TRAINING UNIT AT CAMP JOSEPH T. ROBINSON, ARKANSAS. Ullman, Charles Alexander. Columbia University. 1946.

1245 A STUDY OF THE RELATIONSHIP BETWEEN THE ILLITERATE'S CIVILIAN WORK HISTORY AND HIS PERFORMANCE IN NAVAL SERVICE DURING WORLD WAR II. Wilson, John Edward. Columbia University. 150 p., 1954.

8050 Unions, Cooperatives

*1246 THE UNION LEADERSHIP ACADEMY. Levine, Herbert A. Columbia University. 165 p., 1957.

Founded in 1955 as a joint undertaking of Rutgers University and a local union district, the Union Leadership Academy (ULA) was designed as an integrated continuing education program with the major objectives of imparting organizational skills to rank-and-file members and secondary leaders; conveying the philosophy, spirit, tradition, and personal understanding of unionism; maintaining a continuous output of individuals who can conceive, plan, initiate, administer, and teach in labor education programs; and providing sustained educational guidance. The ULA represented the first American labor education program in which both university and union educational efforts have been integrated into a terminal certification program. Candidates were required to complete satisfactorily the core curriculum of the Rutgers University Extension Division (about 1/3 of required study time), while the remaining course work would be acquired through a curriculum designed by the Rutgers Institute Labor Program. The present project involved such steps as creation of model educational systems for experimental purposes, multi-union cooperation, and programs of research and evaluation. The expanding role of the ULA was also documented, and prospects were seen for the establishment of a serious, full-fledged national program of labor education.

*1247 EDUCATION AND ACTION IN AN AMERICAN LABOR UNION. Stensland, Per G. Columbia University. 307 p., 1949.

The study analyzed the relationship between educational efforts and labor-union activity in a local CIO union with 3,500 members, in a company with successful labor-management relations. Using a horizontal exploration of the community, the company, and the international union, and a vertical probe of the CIO local through layers of leadership, the author ascertained opinions concerning action and education, patterns of participation in action and education, and changes in individual and group action. Some of the findings and conclusions were: (1) differences in attitudes and opinions were fewer between workers and supervisors than between workers and stewards; (2) dissatisfaction was greater at lower levels of the organization both in the union and in the company; (3) although in theory the union made provision for widespread participation in action decisions and performance, participation was decidedly less at the lower levels; (4) action participation was generally linked with available opportunities, appeal, and attractiveness, while educational participation was related to available methods and opportunities; (5) there was widespread member ignorance even of central union matters; (6) a narrow leadership spread and widespread member passiveness indicated the union's failure to adjust its efforts to local circumstances.

1248 SOUTH CAROLINA COOPERATIVES. Trevillian, Wallace Babney. University of Virginia. 269 p., 1954.

1249 THE CONSUMER COOPERATIVE MOVEMENT IN EDUCATIONAL PERSPECTIVE. Dubeta, John Charles. Stanford University. Ed.D. 564 p., 1962.

8100 Religious

1250 THE CATHOLIC CHURCH AND ADULT EDUCATION. MacLellan, Malcolm. Catholic University of America. 125 p., 1935.

Beginning with a historical summary of adult education, the author discussed meaning and nature of adult education, the aims of Catholic adult education, five examples of Catholic adult education in practice, and other kinds of adult education agencies and organizations (e.g., study clubs). The specifically Catholic programs--St. Francis Xavier's Extension Movement, community education in Dover, Nova Scotia, adult education in the Diocese of Great Falls, the Catholic Evidence Movement, and the Catholic Conference on Industrial Problems--were examined to discover their particular value for the welfare of the Church and for that of the community in general. The author recommended, among other things, the use of the National Catholic Welfare Conference as a clearinghouse for coordinating potential Catholic adult educational resources.

1251 A GUIDE FOR TEACHERS OF ADOLESCENTS IN REFORM JEWISH RELIGIOUS SCHOOLS. Blank, Irwin W. Columbia University. Ed.D. 196 p., 1958.

The present work is based on a study of principles of religious education in Judaism, psychological factors in moral education, the nature of adolescence, needs of adolescents, the relevance of Jewish belief and practice to adolescents, and problems in student and curriculum evaluation. It has been arranged as both a handbook of current information and insights concerning youth and religious education, and a consideration of implications of these insights for religious school teachers. Throughout the work, the author has sought to achieve a balance within the educational setting between imparting information and developing attitudes and behavior patterns in keeping with the religous personality as Reform Judaism perceives it. Two illustrative study units have been provided in order to suggest teaching approaches that will create appropriate learning experiences and stimulate maximum student participation. The first unit uses subjective student compositions to elicit areas with which students are concerned or in which they are interested; the other provides a common base of experience for the class by using a textbook as a starting point for class discussion.

1252 THE PROGRAM OF ADULT WORK IN THE BAPTIST TRAINING UNION. Cook, Robert S. South Western Baptist Theological Seminary. D.R.E. 249 p., 1958.

This study described the program of adult work in the Baptist Training Union. An attempt was made to appraise objectively the program of church membership training which evolved and which was being promoted for adults in Southern Baptist churches. A history of its development, a study of its constituency, a discussion of its purposes, an explanation of its techniques, an evaluation of its worth, and plans for its improvement were presented. When the Union Lesson System was adopted a great impetus was given to Sunday Schools in the United States. This led to a need for trained teachers. The assembly which was established at Lake Chautauqua, New York, to give brief courses in Sunday School methods was subsequently taken to the people by including most towns of any considerable size on the travelling "Chautauqua circuit". The Bible Readers' Guide and Missionary Prayer Calendar was one of the quarterly periodicals produced mainly to meet the needs of adults. The Baptist Training Union Magazine with its general articles was coordinated with the programs in adult quarterlies. The enrollment of adults in the Training Union increased from 177,789 in 1943 to 736,891 in 1956. The growth was steady and consistent. Increase was also evident in the numerical gains in organizations, number of study-course books completed, and attendance at conferences.

*1253 THE CHURCH'S ROLE IN ADULT EDUCATION. Deffner, Donald Louis. California University (Berkeley). 460 p., 1957.

The purpose of this study was to determine how and why current religious leaders think that American churches have increasingly engaged in secular education for adults. Research procedures included an historical analysis and empirical exploration for clues to the problem of adaptation through interviews and questionnaires. The principal section describes the adaptation of new content and methodology into religious education programs and the various factors which motivated such change as seen by contemporary churchman. Findings were conceived within the framework of the analysis of organizational dynamics, viewing the church as a dynamic societal institution seeking to maintain itself, and modifying organizational doctrine to meet this end. Many church leaders believe adaptive shifts occur as forces in the wider social scene impinge upon the church (e.g., race problems, economic trends, and the influx of immigrants.) They recognize further pressures which are specifically educational (e.g., research in group dynamics, the development of audio-visual techniques, as well as influences on such areas as church finances, leadership problems, and the structure of authority.)

*1254 THE CHURCH'S ROLE IN ADULT EDUCATION. Diffner, Donald Louis. University of California (Berkeley). 471 p., 1957.

Beginning with the historical and theological background of adult religious education, the author discussed the forces which (especially in the liberal wing of Judaism and Christianity) have caused it to evolve into its present form. The church was assumed to be a dynamic institution which, in the face of competition from other institutions for the time and loyalty of its people, has had to alter its goals and ideals. Although the early 1930's had seen an intensification in church and synagogue adult activities comparable to general adult education programs, the postwar upsurge was far greater. Churches were finding it necessary to adapt to various external pressures (racial problems, world affairs, community needs, etc.) and to such internal factors as leadership, emerging needs and interests of members, and ideas drawn from systematic self-analysis. Despite current trends (1957) from modernism toward a more middle-of-the-road theology, Protestantism in particular (including conservative theological groups) was benefitting from new methods, techniques, and ideas which liberals have brought to religious adult education. The church has increasingly incorporated these changes in order to "meet people where they are" and minister more effectively to their spiritual needs.

*1255 THE PROMOTION OF THE ECONOMIC WELFARE OF THE CHINESE PEOPLE THROUGH THE PROTESTANT CHURCHES IN CHINA. Geng, George Yuen-hsioh. Columbia University. Ed.D. 255 p., 1951.

The author explored the mission of the Protestant churches in post-war China in regard to promoting the people's economic welfare through education and social action; and proposed a comprehensive plan of action which the churches, even under the new Communist regime, were expected to be able to adapt to their specific tasks according to the conditions and needs of their respective communities. He noted the close relationship between poverty and ignorance in China, reviewed some past accomplishments of Protestant churches, and suggested how the "Unfinished Revolution" affected the churches' social and economic task. Fundamental issues were discussed, including the criteria (minimum and subsequent necessities) for determining the nature of economic welfare, and comparisons between Communism and Christianity in China. Immediate goals were a new outlook and standard of living for the people, more and better production, more efficient and equitable distribution, better and more intelligent consumption, adjustment of employment patterns, and closer cooperation among religious and secular agencies. Specific objectives of the plan were enumerated, followed by basic principles of planning, administrative structures, promotional and informational activities, proposed kinds of surveys, and procedures for local work in rural and urban areas.

*1256 URBAN ORGANIZATION OF PROTESTANTISM. Hallenbeck, Wilbur C. Columbia University. 86 p., 1935.

A study was made of the organizations developed by various denominations in the larger cities of the United States for the purpose of mutual help, the extension of their operations in relation to the particular problems of urban life in the growing and changing urban centers, the development of new churches and the erection of new church buildings. The last chapter "Looking Ahead" is oriented to adult education expressing a philosophy which conceives the ultimate goal of adult education as the development of individuals with more comprehensive understanding, more adequate in the use of intelligence, and more capable of abundant living. Pointing out that the processes developed toward such ends are the basis of the vitality, capacity and flexibility of the institutions themselves, enabling them to meet changing requirements of a changing world in their organization and program.

*1257 EDUCATION FOR INSTITUTIONAL SECURITY: A STUDY OF THE INSTITUTIONAL CHARACTER OF ADULT EDUCATION IN THE CHURCH. Reinhart, Bruce Aaron. University of California (Berkeley). 408 p., 1961.

Beginning with a review of Christian adult education from early apostolic times to the twentieth century, the author discussed the behavior patterns of participants in the religious enterprise, the pressures to which the church has been subjected, the alteration of values by the necessities of organizational existence, special problems which impinge on religious institutions and affect their character, and the historical patterns of accomodation and adaptation. Christian adult education has been shaped by the marginality of the church in American society, and hindered by the marginality of educational activity within churches. Similarly, social stratification in American communities and churches has tended to give Christian adult education a highly select clientele from one setting to another. Interdenominational bodies, dependent on cooperative resources, had furnished only limited sponsorship of adult education despite notable accomplishments in that area. Adult education within denominations had become a specialized function which gained access to the public chiefly by adopting and aiding organizational goals and current needs. Institutional security at the local associational level had become such a problem that adult education was profoundly affected or sometimes crowded out altogether.

*1258 A PROPOSAL FOR STRENGTHENING PRESBYTERIAN CHURCHES OF INDUSTRIAL COMMUNITIES THROUGH THE USE OF ADULT EDUCATION. Scott, Marshal Lyman. Columbia University. Ed.D. 187 p., 1953.

The author sought to determine (1) educational processes which Presbyterian churches can use in industrial communities to develop ideas, attitudes, and behavior by which Presbyterian values can be made relevant to the needs and problems of largely unreached community members; and (2) ways in which such processes can be introduced to the churches. A booklet written in popular, nontechnical style, was contemplated which would analyze and describe the problems Presbyterian churches face in industrial communities, propose answers based on consciously felt needs of ministers and lay leaders, and draw on principles and practices in the adult education literature. First, an attempt was made to trace what had happened to Presbyterian churches in America's industrial setting, followed by challenges and opportunities calling for institutional change. Answers were set forth to several questions: (1) With whom shall change begin? (2) What is the approach? (3) What already exists in the community? (4) What about program goals? (5) When will adults stay interested? (6) How can churches know if they are doing well? (7) What makes a good leader?

*1259 ADULT JEWISH EDUCATION IN NEW YORK CITY. Wadler, Nathan H. Columbia University. Ed.D. 235 p., 1952.

Using a literatrue review and a questionnaire survey of teachers, adult students, and administrators, the author examined the nature and objectives of adult Jewish education, philosophical approaches arising from branches of Judaism and other segments of Jewish community life, the organizational forms (congregational, community centers, etc.) of Jewish adult education, and its religious and secular subject content. Participants in study groups were analyzed by sex, age, subject area, type of school, educational background, reasons for attending, duration of attendance, and other factors. Sex, teaching experience, and other personal data were obtained on teachers. Schools were analyzed by such aspects as organizational affiliation and purposes, study-group enrollment, numbers of courses and teachers, student turnover, teacher recruitment and salaries, administrative control, student fees, and the popularity of specific courses. Curriculum trends included the great popularity of Hebrew, courses relating Judaism to personal living, and the study of current Jewish history. Suggestions by students, teachers, and administrators for improving Jewish adult education were elicited in considerable detail, and recommendations were formulated accordingly.

1260 THE PROTESTANT CHURCH-RELATED COLLEGE IN AMERICA: RELIGION THE INTEGRATIVE FORCE IN HIGHER EDUCATION. Wolfran, Donald Justin. University of Denver. Ed.D. 56-491. 337 p., 1956.

The author explained the functions of church-related colleges in America and discussed the importance of religion as the integrative force in higher education. The religious roots of American higher education were traced from its beginnings in Harvard, Yale, William and Mary, and other colonial institutions, through the rise of the early state universities and the fluctuating fortunes of church-related institutions during the 1800s. Other historical trends were also considered, including the German academic influence and the formation of graduate schools. The place of religion in various subject areas was examined, and the importance of Biblical, Christian, and comparative religious studies was asserted. In surveying contemporary programs in religion at a number of colleges and universities, both tax-supported and independent, the author noted serious weaknesses in course offerings widespread negative or disparaging attitudes among academics in the presentation of religious subject content. Finally, the author described the accomplishments and educational role of church-related colleges and proposed a philosophy of religion for higher education.

*1261 ADULT EDUCATION IN THE CHURCH OF JESUS CHRIST AND LATTER-DAY SAINTS. Brian, D. Garron. Chicago University. 3222. 178 p., 1956.

The purpose of this study was to examine the historical background and present practice of the Church in the education of its adult membership. The early period was characterized mainly by the influence of Joseph Smith, the founder and first president of the Church. This era witnessed the emergence of a number of institutions of adult education. The Relief Society was instituted for the women of the Church in 1842 to assist the Priesthood quorums in their work. Evening classes, lyceums, libraries, museums, the Kirtland High School, the University of Nauvoo, Hebrew Grammer Schools, and private schools were also important agencies of adult learning that were used during this time. Adult education in the Colonization Period revolved around Brigham Young, the second president of the Church. This period constituted the organizational phase of many of the auxiliaries of the Church. Numerous agencies and organizations have been founded since 1877. From all the agencies instituted for learning have come the five auxiliaries in recent adult educational practice. These are the: Relief Society, Sunday School, Young Men's Mutual Improvement Association, Young Women's Mutual Improvement Association, and Primary. The Genealogical Society and the Welfare Plan function as additional "helps" to the priesthood. The Religious Class served for a time as an auxiliary and was incorporated into the Primary work. Some organizations have survived are at present a part of the Church's program. Others fulfilled the need for which they were founded and have been discontinued.

1262 A STUDY OF LAY LEADERSHIP AND LAY LEADERSHIP TRAINING FOR PROTESTANT CHURCHES IN THE INNER CITY AREAS OF NEW YORK CITY. Garcia. Rafael. New York University. 512 p., 1959.

This study examined lay leader's functions and leadership training needs in the Christian education program of Protestant inner-city churches in relation to the social needs chracteristic of such communities. An extensive statistical and sociological literature review was done, followed by individual and group interviews with both lay leaders and ministers. Some findings and conclusions were: (1) the churches were not undertaking any unique approaches to the community or developing significant leadership training programs; (2) the informal methods available for training laymen were adaptable to the needs of these churches when used jointly with group dynamics procedures; (3) programs being devised failed to consider the unique social problems of the inner city; (4) lecture-discussion methods and their variants had been overused; (5) the literature and (to a lesser degree) the recommendations of religious leadership education executives provide a basis for formulating appropriate principles of training; (6) adequate regional supervision of lay leaders necessitates a study of qualitative factors operating in relationships between clergy and laity.

1263 THE DEVELOPMENT OF SOUTHERN BAPTIST SUNDAY SCHOOL LEADERSHIP EDUCATION. Heacock, Joe Davis. Southwestern Baptist Theological Seminary. 148 p., 1950.

The development of teacher training for Christian education was traced from its beginnings (about 1860) in Illinois through the early publications and other efforts of Southern Baptists (prior to 1901), the vigorous promotion and development of Sunday school teacher training among Southern Baptists during the next decade (1901-11), a period of expansion (1912-33) in the size, variety, complexity, and distribution of training programs, and the period of intensified educational emphasis and change (1934-50). This most recent period was marked by the launching of a new coordinated course, promotion of the course through enlistment of a broader constituency for leadership training, and a growing trend toward coordination of all courses offered by Southern Baptist boards and agencies. (The present unified course contains 100 books covering the Bible, administration, teaching, doctorines and evangelism, workers in specific Christian education departments, and special areas of study.) Some teacher requirements and a number of general trends were also described.

1264 A COMPARISON OF THE RESPONSIBILITIES AND STATUS OF CERTIFIED AND NONCERTIFIED AND NONCERTIFIED EDUCATIONAL LEADERS IN METHODIST CHURCHES. Hares, James Clark. Pittsburgh University. 58-2027. 340 p., 1958.

The normative-survey study of the professional preparation, conditions of employment, and activities of professional educational leaders in Methodist churches was undertaken to compare the responsibilities and status of certified directors of Christian education with those of noncertified directors, or educational assistants. The questionnaire used as the instrument to collect data for comparison was tested in a pilot study before revised copies were sent to 1,006 directors and educational assistants serving Methodist churches in January, 1956. In many respects the responsibilities and status of directors of Christian education included in the study were found to be similar to those of educational assistants. Although some educational assistants had had more adequate professional preparation, were enjoying better conditions of employment, and were engaging in more varied and extensive professional activities than some directors of Christian education, the academic professional preparation of directors as a group was superior to, their conditions of employment were more favorable than, and their professional activities were more carefully selected than those of educational assistants in Methodist churches.

1265 THE TRAINING OF THE PROTESTANT CHURCH EDUCATOR. Stewart, Donald. University of California (Los Angeles). 1946.

1266 SOME PRINCIPLES AND METHODS FOR TEACHING THE CHRISTIAN FAITH TO ADULTS THROUGH THE USE OF THE BIBLE. Hadsell, John Sidney. Columbia University. Ed.D. 1957.

401

1267 A HISTORY OF LAY NONPROFESSIONAL LEADERSHIP EDUCATION IN THE PROTESTANT CHURCHES OF THE UNITED STATES. Webber, Martin I. Northwestern University. 1935.

1268 PERSON-CENTERED TEACHER TRAINING FOR CANADIAN BAPTIST SUNDAY SCHOOLS. Robertson, Elizabeth Irene. Southwestern Baptist Theological Seminary. 202 p., 1958.

1269 PREPARING MINISTERS FOR LEADERSHIP IN FAMILY LIFE EDUCATION: PROPOSALS FOR THE METHODIST SEMINARIES. Holcomb, Walter Lewis. Columbia University. Ed.D. 1950.

1270 A COMPARISON OF THE RELIGIOUS VIEWS OF HIGH SCHOOL, COLLEGE AGE, AND ADULT LEADERS OF METHODIST YOUTH. Loomis, Irven Lyle. Wayne State University. Ed.D. 62-3874. 1962.

1271 FREEDOM AND THE YOUNG MIND: A STATEMENT OF PRINCIPLES FOR SEVENTH-DAY ADVENTIST EDUCATORS. Madgwick, William. Columbia University. Ed.D. 1957.

1272 A STUDY OF THE EDUCATION OF THE OLD ORDER AMISH MENNONITES OF LANCASTER COUNTY, PENNSYLVANIA. Madeira, Sheldon. University of Pennsylvania. 184 p., 1955.

1273 THE CHURCH'S PROGRAM FOR MARRIED YOUNG PEOPLE. Lackey, James Vernon. Southwestern Baptist Theological Seminary. 1960.

1274 THE CHURCH AT WORK IN ADULT EDUCATION. McCoy, Lee H. Southwestern Baptist Theological Seminary. 215 p., 1957.

1275 CHURCH PROGRAMS FOR YOUNGER ADULTS. Gordon, Oliver B. Yale University. 1938.

1276 AN ACTION RESEARCH PROJECT IN A CHURCH GROUP. Howard, Judson Dillon. Boston University. 1950.

1277 A STUDY OF THE CHRISTIAN EDUCATION OF ADULTS IN RELATION TO THE NEEDS AND VALUES OF ADULTS IN SELECTED PROTESTANT CHURCHES IN MUSKINGUM COUNTY, OHIO. Hutchison, Russell S. University of Pittsburgh. 62-5132. 1962.

1278 AN ANALYSIS AND DESCRIPTION OF THE ROLE EXPECTATIONS FOR MINISTERS OF THE SOUTHERN CALIFORNIA DISTRICT OF THE LUTHERAN CHURCH - MISSOURI SYNOD. Johnson, Jeff Griffith. University of Southern California. 219 p., 1961.

1279 PRIEST, PROPHET, AND PROFESSIONAL MAN: A STUDY OF RELIGOUS LEADERSHIP IN A SMALL COMMUNITY. Johnson, Clarence Dale. 724 p., 1961.

1280 THE TRAINING OF CHRISTIAN YOUTH LEADERS IN NEW SOUTH WALES, AUSTRALIA. Wheen, George Alfred. Columbia University. 1948.

1281 A SOCIOLOGICAL ANALYSIS OF CHURCH UNION IN CANADA. File, Edgar Francis. Boston College. 285 p., 1961.

1282 CONVERSION IN CHRISTIAN EDUCATION AND REVIVALISM. Ozment, Robert Varnell. Boston University. 322 p., 1956.

1283 A PHILOSOPHY FOR CHRISTIAN FAMILY LIFE. Owen, Margaret Frances Richards. Columbia University. Ed.D. 1952.

1284 A SITUATIONAL CASE STUDY BOOK TO BE USED IN TRAINING DIRECTORS OF RELIGIOUS EDUCATION. Palmer, Virginia A. Columbia University. Ed.D. 105 p., 1960.

1285 INSTITUTIONS FOR THE EDUCATION OF THE MODERN RABBI IN GERMANY DURING THE NINETEENTH CENTURY. Perlow, Bernard David. Dropsie. 1954.

1286 FORMS OF JEWISH ADULT RELIGIOUS EDUCATION IN AMERICA. Poupko, Bernard Aaron. University of Pittsburgh. 1952.

1287 PROTESTANT COOPERATION IN RELIVIOUS EDUCATION IN SELECTED PENNSYLVANIA COMMUNITIES. Powell, Robert Richard. University of Pittsburgh. 291 p., 1954.

1288 A STUDY OF ATTITUDE CHANGES IN THEOLOGICAL STUDENTS DURING ONE YEAR OF SEMINARY TRAINING. Proctor, Robert Allen, Jr. Temple University. Ed.D. 152 p., 1961.

1289 RELATIONSHIPS BETWEEN CERTAIN BACKGROUND FACTORS OF CHURCH SCHOOL TEACHERS OF ADULTS AND THEIR ATTITUDES TOWARD INTERNATIONAL COOPERATION. Pullem, Paul Thomas. University of Pittsburgh. 62-3404. 1961.

1290 A COMPARISON OF THE LEADERSHIP TECHNIQUES OF JESUS WITH THE TECHNIQUES OF LEADERSHIP EMPLOYED TODAY. Psalmonds, W. Gordon. Southwestern Baptist Theological Seminary. 305 p., 1958.

1291 AN INVESTIGATION OF LAY LEADERSHIP EDUCATION IN SOUTHERN BAPTIST CHURCHES. Rigdon, Raymond M. Southern Baptist Theological Seminary. 188 p., 1952.

1292 CHRISTIAN EDUCATION OF ADULTS IN CHINA. Rinden, Arthur Owen. Yale University. 1941.

1293 CRITICAL REQUIREMENTS FOR DIRECTORS AND MINISTERS OF CHRISTIAN EDUCATION IN THE PRESBYTERIAN CHURCH IN THE U.S.A. Rusch, William George. University of Pittsburgh. 386 p., 1958.

1294 THE USE OF THE BIBLE IN THE RELIGIOUS EDUCATION OF YOUNG ADULTS TODAY. Schmalhorst, Blanche Crosby. Iliff School of Theology. 1939.

1295 A NORMATIVE DESCRIPTION OF THE ROLE OF THE CERTIFIED DIRECTOR OF CHRISTIAN EDUCATION IN THE METHODIST CHURCH. Lindecker, Wayne Moors, Jr. Boston University. 230 p., 1961.

1296 GROUP THERAPY AS A METHOD FOR CHURCH WORK. Leslie, Robert C. Boston University. 293 p., 1948.

1297 THE VOCATIONAL RELIGIOUS EDUCATION LEADER IN THE CHURCH OF THE NAZARENE. Sayes, James Otis. Southwestern Baptist Theological Seminary. 1955.

1298 A THEORY OF TEACHING FOR ADULT CHRISTIAN EDUCATION BASED UPON IDEAS OF SREN KIRKEGAARD. Pease, Norman Frederick. Columbia University. Ed.D. 1960.

1299 ADULT JEWISH EDUCATION IN THE UNITED STATES. Elkin, Harry. Dropsie College. 206 p., 1954.

1300 A STUDY OF THE ATTITUDES OF SUNDAY SCHOOL TEACHERS TOWARD THEIR TEACHING EXPERIENCES AND IMPLICATIONS FOR A PROGRAM OF TEACHER EDUCATION. McOlash, Francis J. University of Southern California. 314 p., 1956.

1301 AN EVALUATION OF A GROUP DEVELOPMENT LABORATORY APPROACH TO TRAINING CHURCH LEADERS. Dietterich, Paul Merritt. Boston University. 654 p., 1961.

1302 THE THEORY OF GROUP TECHNIQUE IN CHRISTIAN EDUCATION. DeWire, Harry Albert. University of Boston. 1951.

1303 THE EDUCATIONAL CONTRIBUTION OF THE HEBREW PROPHETS. Shunk, William Roy. University of Texas. 284 p., 1961.

1304 THE ROLE OF THE CHRISTIAN COLLEGE IN TRAINING LAY LEADERSHIP. Shunk, William R. Southwestern Baptist Theological Seminary. 229 p., 1956.

1305 PARENTS AS RELIGIOUS EDUCATORS: AN APPROACH TO FAMILY-CENTERED CHRISTIAN EDUCATION. Lynn, Ercell V. Columbia University. Ed.D. 1953.

1306 A STUDY OF THE RECRUITMENT, TRAINING, SUPPORT AND PERFORMANCE OF CHURCH LEADERS IN THREE PROTESTANT DENOMINATIONS IN THE PHILIPPINE FEDERATION OF CHRISTIAN CHURCHES. Rotz, Henry Wilton. Cornell University. 162 p., 1955.

1307 THE RESPONSE OF LAY CHURCH LEADERS TO DEMOCRATIC GROUP-CENTERED LEADERSHIP IN TWO SERIES OF WORKSHOP MEETINGS. Snyder, Alton G. Eastern Baptist Theological Seminary. 167 p., 1955.

1308 THE PROFESSIONAL RELIGIOUS EDUCATOR IN THE UNITED CHURCH OF CHRIST IN MASSACHUSETTS (ANALYSIS AND IMPLICATIONS OF THE WORK WITH VOLUNTEER CHURCH SCHOOL PERSONNEL). Thornton, Martha Bleeker. Hartford Seminary Foundation. Ed.D. 202 p., 1962.

1309 A HANDBOOK FOR LEADERSHIP DEVELOPMENT IN THE CHURCH. Thompson, George Henry. Columbia University. Ed.D. 1955.

1310 A SOURCE BOOK IN TRAINING CHRISTIAN EDUCATION LEADERS. Cannon, R.C. New York University. Ed.D. 210 p., 1953.

1311 A CRITICAL STUDY OF THE CONTRIBUTION OF SUPERVISED FIELD EXPERIENCES TO THE PRE-SERVICE PROFESSIONAL GROWTH OF DIRECTORS OF RELIGIOUS EDUCATION. Tully, Mary A. Columbia University. Ed.D. 1952.

1312 THE DEVELOPMENT OF SELECTED TYPES OF PROTESTANT LEADERSHIP EDUCATION. Bischoff, Milton W. Northwestern University. 1948.

1313 SELECTED THEOLOGICAL AND EDUCATIONAL FACTORS IN THE PERSONALITY AND DEVELOPMENT OF JEWISH YOUTH. Zerin, Edward. University of Southern California. 1953.

1314 CHRISTIAN EDUCATION AND THE FAMILY: A PHILOSOPHY AND A PROGRAM OF CHRISTIAN EDUCATION FOR HOME AND CHURCH. Widmer, Frederick W. Union Theological Seminary. 1958.

1315 AN APPRAISAL OF THE OPPORTUNITIES FOR SUPERVISED FIELD WORK IN CHRISTIAN EDUCATION WITH CHILDREN AND YOUTH IN THE SEMINARY TRAINING OF THE MINISTRY. Wolcott, Dorothea Kathryn. Northwestern University. 1957.

8200 Libraries, Museums

*1316 MUSEUMS FOR THE ARMY: A REPORT OF A TYPE A PROJECT. Addicott, Kenneth K. Columbia University. Ed.D. 109 p., 1944.

This report describes the production of six portable exhibits by the American Museum of Natural History to meet its wartime (WW II) responsibilities. Small groups of the armed forces had been instructed at the Museum and requests for information were being answered; but, for mass instruction, the Museum had to go to the army camps. Using experience gained from the creation of portable school museums, an experimental portable museum was set up in the USO Recreation Center at Fort Monmouth, New Jersey. It was entitled "Take Good Care of Youself -- You Belong to U.S."; using new techniques and combinations of visual aids, it covered poisonous plants, reptiles, insects, and disease carriers. It aroused so much interest, that it was decided to make the exhibits part of army training. The six museums built for use of the army covered poisonous plants, natural defense, superstitions, camouflage, flight, and strategic minerals. It required the efforts of about 15 scientists, three administrators, five natural science instructors, preparators, artists, carpenters, and a painter -- and two months -- to complete the first portable army museum. From questionnaire data, results of interviews, and observation, it was concluded, in part, that the exhibits had definite merit as supplementary aids, that they could be improved and costs be reduced, that the exhibits should be periodically refurbished, and that the army should work out a careful program of selection, distribution, and supervision of the exhibits.

*1317 A PROGRAM OF POPULAR PUBLICATION IN THE NATURAL AND SOCIAL SCIENCES: A REPORT OF A TYPE B PROJECT. Doyle, Winfield G. Columbia University. Ed.D. 198 p., 1949.

A questionnaire survey was made of the publications programs of the 378 members of the American Association of Museums. Returns from 251 museums (66.4%) showed that popular publications lag somewhat behind technical publications but the two make up the major output; publications are used to exchange with other institutions, to build and maintain membership, and to sell in the museum; only 17 museums have a regular schedule; few are equipped with adequate printing facilities or have publications departments; and there was a high degree of favor for a publications cooperative. The American Museum of Natural History has an extensive publications program and proposes a six-year program called Man and Nature, which will provide a monthly pamphlet describing the museum resources and organized in such a way that the subject for six years is astronomy in January, mammals in March, etc. The pamphlets will be mass-printed but will be put into a "wrap-around," which will explain the use of the materials in the public schools, among the Boy Scouts, or for the adult public. The museum will be able to expand its production schedule and give comprehensive coverage to the six principal areas of natural science represented by the 12 scientific departments. It might be possible for other museums throughout the country to profit from this Man and Nature Publications program by sale of the pamphlets provided with a "wrap-around" which gives information of local use; also it might be possible to have a cooperative publication program, a sharing of authors, printing facilities, costs, etc. The success of such programs depends on volume distribution.

*1318 ADULT EDUCATION ACTIVITIES IN ART MUSEUMS IN FRANCE. Heavenrich, Samuel W. California University. Ed.D. 258 p., 1959.

The study involved the collection and classification of descriptive data regarding adult education activities in art museums in France. Forty museums were studied. Data covering museum buildings, collections, installation, labelling, instruction, extension services and publications were secured by inspection of institutions, interviews with personnel and bibliographical research. The data indicated a complete reorganization of all French museums since 1945, resulting in a centralized system, active exploitation of museum resources for educational purposes, educational work in museums by many outside agencies, much instruction by museum guards. Certain questions were suggested as possible subjects for investigation: (1) the advantages and disadvantages of a centralized museum system; (2) the respective uses of verbal instruction and self-explanatory exhibits; 3) the composition and characteristics of the museum public.

1319 THE EVOLVING CONCEPTION OF ADULT EDUCATION IN THREE PUBLIC LIBRARIES: 1920-1955. Monroe, Margaret Ellen. Columbia University. D.L.S. 65-7384. 551 p., 1962.

The evolution of the conception of library adult education has been traced in three public libraries and interpreted against the background of the nationwide growth of the concept between 1920 and 1955, to see to what extent the concept changed in basic direction, to what extent the changes were in fulfillment of a consistent purpose, and to what extent the library's materials were a dominant factor in determining the services developed as adult education. Data were obtained from annual and special reports, minutes, formal memoranda, policy statements, books articles, letters, notes, and interviews. A sophisticated view of library adult education began to emerge in the 1940's as librarians saw the adult education services integrated into the total "adult services" program and retained "adult education" as a conception of the fundamental educational objectives of the public library in serving adults. The conception of library adult education developed to include a number of elements: an emphasis on purposeful reading, a stress on library materials as sources of ideas to be put to use, a positive value on the experimental approach to developing services to adults, a search for the library's appropriate role in community leadership, and a commitment to furthering the goals of the democratic society. There have been two major achievements of library adult education. First, it has been the means by which services to adults--other than the information services--have been professionalized. Second, it has provided leadership to the library profession, helping to close the gap between the institution's services and society's changing needs for the diffusion of knowledge.

1320 RELATION OF THE PUBLIC LIBRARY TO ADULT EDUCATION IN THE STATE OF WASHINGTON. Morrison, Duncan Grant. University of Washington. Ed.D. 238 p., 1948.

The study investigated the amount of influence public libraries exert on adult education in Washington State; the extent to which public libraries serve the adult population through existing facilities; and useful ways of increasing the effectiveness of library adult education throughout the state. Adult education in the United States was traced from the early lyceum and Chautauqua movements to modern-day women's clubs, correspondence schools, and extension work. The study then discussed how public libraries contribute directly and indirectly to adult education by choosing reading matter and making it available to the public; giving reading guidance; conducting classes, lectures, and forums; providing music, films, and art; offering special services; carrying on work in rural communities; assisting and cooperating with other agencies; promoting adult education agencies; and furnishing leadership through various channels. Results of a detailed statewide opinion poll and survey of leisure time use were discussed, followed by implications for the expansion and improvement of services.

1321 THE MOTIVATION AND EDUCATION OF THE GENERAL PUBLIC THROUGH MUSEUM EXPERIENCES. Nedzel, Lucy Nielsen. University of Chicago. 112 p., 1952.

The author developed a group of principles relating to museum education, applied these principles in a specially designed three-demensional exhibit on magnetism, and evaluated the techniques involved by testing samples of exhibit visitors. Controlled experiments were conducted to determine the effect of certain factors (length of stay, sequential viewing, guidance signs, lighting, lecturers, etc.) on the amount of learning achieved. Museums were assumed to be a highly promising means of reaching a largely unmotivated public. Problems of design were considered with a view toward appealing successfully to the psychology of a casual visitor while satisfying requirements of systematic observation and study. These were some important findings and conclusions: (1) although the goal of systematic viewing was largely frustrated by the unfortunate location of the exhibit, sequential viewing (or lack thereof) made little difference; (2) regardless of exposure time, only a certain number of visitors could gain the necessary insight into the questions put to them; (3) supplementary lecturers heightened interest and test performance; (4) guidance signs were somewhat helpful, but contrasting lighting was much more so.

1322 THE IMAGE OF PUBLIC LIBRARY ADULT EDUCATION AS REFLECTED IN THE OPINIONS OF PUBLIC LIBRARY SUPERVISORY STAFF MEMBERS IN THE PUBLIC LIBRARIES OF MICHIGAN SERVING POPULATIONS OVER 25,000. Penland, Patrick Robert. Michigan University. 60-6921. 255 p., 1960.

The purposes of this study were to determine the image which public librarians in Michigan have of the educational function of the public library; and to decide whether the attitudes held by a group of practicing supervisory librarians were of such strength as would implement the official educational objectives of the public library. The procedure employed sampled both the universe of individuals about whom inferences were to be made and the content of the subject of library adult education. Once criteria were established, a group of 260 supervisory librarians in the public libraries serving populations over 25,000 in Michigan was selected as the population to represent the public library "decision makers" in the state. Three general conclusions were drawn from the study: (1) there was a great confusion in the minds of librarians over what they were attempting to do in educating the adult citizenry; (2) the attitudes of librarians did not keep pace with professional theory and there was little evidence that official objectives were being met; (3) librarians were reluctant to assume educational leadership and work with a team of consultants for community-wide adult education programs.

*1323 AUDIO-VISUAL INSTRUCTION IN LIBRARY EDUCATION. Lieberman, Irving. Columbia University. Ed.D. 339 p., 1955.

The study identified and developed subject matter designed to enable first-year library students to promote, organize, and administer a collection of audiovisual materials; suggested how that content could best be integrated into the total curriculum of the School of Librarianship, University of California (Berkeley); and sought to develop suitable teaching materials, audiovisual or otherwise. A survey was made of the literature on audiovisual materials in academic, school, and public libraries, and on audiovisual instruction on professional education (including teacher training and library science). Audiovisual activities at Berkeley were examined over a two-year period, with attention to inservice education, faculty education, audiovisual instruction previously received by School of Librarianship alumni, their present audiovisual duties, their preferences in audiovisual instruction and equipment, curriculum (since 1953) embodying experimental audiovisual instruction. These were among the recommendations: (1) stress the library's role as a communications center; (2) diffuse audiovisual instruction throughout library school curricula; (3) designate audiovisual basics and electives; (4) equip students to select and evaluate all kinds of materials; (5) work toward a comprehensive bibliography of audiovisual materials; (6) relate audiovisual knowledge and skills to special library activities.

*1324 A PLAN TO EXTENT LIBRARY SERVICES FOR GROUP DISCUSSION IN THE NEW YORK PUBLIC LIBRARY. Leonard, A. Orin. Columbia University. Ed.D. 130 p., 1951.

This study investigated six possibilities for extending the services of the New York Public Library for group discussion of current problems without undue strain on limited funds and personnel. Three ways involved working directly with people by using librarians as discussion leaders, establishing groups in branch libraries, and training discussion-group leaders. The indirect methods (not requiring a librarian to leave the building) consisted of program services file and referral service. Data were obtained through questionnaires, interviews, and action research by the investigator. Although additional money and personnel would be required, responses from librarians and leaders in community affairs indicated that use of librarian leaders would be the most desirable and effective form of involvement. It was also indicated that this approach could eventually lead to the formation of discussion groups within libraries and to the training of discussion-group leaders. Any effort by the New York Public Library to extend group-discussion services would be valuable in the education of citizens, the prevention of intergroup tensions, and the enhanced ability of neighborhood groups to recognize and solve local problems.

1325 RELATION OF THE PUBLIC LIBRARY TO ADULT EDUCATION IN THE STATE OF WASHINGTON. Morrison, Duncan G. University of Washington. 1949.

8250 Proprietary Schools

1326 THE PRIVATE TRADE SCHOOL IN NEW YORK STATE 1937-1949: THE DEVELOPMENT OF PURPOSES, PROGRAMS AND OPERATIONAL FACTORS IN THE FEE-CHARGING, PROFIT-MAKING SCHOOLS. Schure, Alexander. New York University. 1932. 1950.

8300 State, Local Governments

*1327 A STATE PROGRAM OF TAX-SUPPORTED ADULT EDUCATION IN OHIO. Rochte, Newton Charles. Ohio State University. 167 p., 1950.

This study employed a literature review of state and national studies, questionnaire and interview surveys of Ohio adults, and statements from responsible officials in various Ohio state departments to aid in creating a state program of tax-supported general and vocational education. Data were obtained on the educational status of Ohio adults; other socioeconomic evidence supporting the need for adult education; the ability and willingness of adults to learn; major educational interests and patterns of participation; the state's rightful responsibility for adult education; Ohio's present role and the scope and adequacy of its program; and characteristics of programs in four other state departments of education (Pennsylvania, Michigan, California, New York). A need was seen for a statewide inventory of educational needs and resources, and for involvement of groups concerned with adult education in formulating the state plan. The statement of principles called for opportunities for all Ohio adults to learn what they choose at any stage of life, state aid and expertise coupled with local autonomy, state and local action primarily through strictly educational agencies, and state responsibility for administration and funding.

8400 State, Local Non-Governmental Organizations

*1328 THE LOCAL PUBLIC INTERGROUP RELATIONS AGENCY: A STUDY OF A NEW STRUCTURE OF LOCAL GOVERNMENT. Ross, Bernard. Michigan University. 58-3727. 204 p., 1958.

This study focused on a new structure of local government, the Local Public Intergroup Relations Agency (L.P.A.). The approach to the problem was two fold: (1) case histories of the background and early development of two agencies which were first created; and (2) a survey of the formation, organizational development, operational practices; and evolving function of the 26 local public intergroup relations agencies extant in the nation during July of 1956. Findings and observations included: (a) L.P.A.'s were generally found in urban areas with large concentrations of non-white population, and/or which experienced substantial percentages of increase in non-white population between 1940 and 1950; (b) in general, the agencies were based in ordinance; (c) 11 of 23 agencies on which data were available operated with one staff member, and 17 of the 23 operated with two or fewer professional staff. Some additional findings and observations were: (a) agencies had the need to direct energies externally, for support, acceptance, and budget, as well as internally, for developing skills, tools, and methods for effecting their purposes; (b) agencies moved through stages of development--from meeting crises, to community education and intragovernmental cooperation for the purpose of preventing crises, to participating in planning towards the end of developing structure for positive intergroup relations; (c) despite enforcement as a function in some agencies, the major task was not enforcement but education; and (d) in view of the large number of one-man agencies the functions and roles, as stated, may be beyond staff service.

1329 THE ADULT EDUCATION PROGRAM IN OCCUPIED JAPAN, 1946-1950. Nelson, John M. University of Kansas. 411 p., 1954.

This study described and analyzed the reorganization and development of public and private agencies concerned with Japanese adult education, and selected projects sponsored by these agencies during the Occupation, with particular reference to comparisons of educational philosophy. The postwar projects constituted important evidence as to whether representatives of different nations can resolve their ideas and assumptions, at first seemingly incompatible, in order to develop a satisfactory program of adult education; and as to the nature of the undertaking that was developed to prepare the Japanese to assume the responsibilities of democratic citizenship. Attention was focused, not only on specific kinds of projects achieved (legislation, citizens' public halls, parent-teacher associations, correspondence study, education for repatriates, etc.), but on certain other accomplishments as well: greater equality of educational opportunity for adults, higher standards of adult education, greater understanding of democratic principles and procedures, and development of the concept of continuous program evaluation. Problems that remained (chiefly scarce funds, shortages of trained leaders, and lack of substance in curricula) were also noted.

8600 National Non-Governmental Organizations

*1330 THE EVALUATION OF THE FOREIGN POLICY ASSOCIATION "DECISIONS ... 1957" FACT SHEET. Sussman, Evelyn Selena Kaufman. New York University. 62-1406. 212 p., 1961.

This study was undertaken to determine, analyze, and evaluate the Foreign Policy Association "Decisions ... 1957" fact sheet. The activities and materials of the association from its inception in 1918 through its forty-two years of existence were studied. Data concerning methods, programs, and materials for adult education were gathered from the files and archives of the association. They were supplemented by personal interviews and conferences with regional officers and other personnel. Analysis of the appraisal data revealed over-all approval of the fact sheet. Most of the evaluators agreed that the fact sheet was satisfactory in helping its readers understand, discuss, and make decisions on current foreign affairs problems. The varying viewpoints and the opinion ballots were found satisfactory. There was a difference of opinion on suggested changes for the fact sheet. Most evaluators agreed on the necessity for both long-range conflicts and current issues. A significant number favored the addition of more maps and charts. Thephilosophical ideal of citizen education for foreign affairs is to help all adults toward greater understanding of world problems, in order that they may become more effective members of our democratic society.

413

1331 STRUCTURE AND VALUE ORIENTATION OF THE LARGE FARM ORGANIZATIONS AND THEIR RELATIONSHIP TO NON-VOCATIONAL ADULT EDUCATION PROGRAMS. Rohrer, Wayne Curry. Michigan State University. 16,229. 252 p., 1955.

The variables of large-scale organization and non-vocational adult education provided units of analysis for an exploratory study of whether structure and value orientation influence an organization's educational program. The organizations included the National Grange, the Farmers' Educational and Cooperative Union of America, the American Farm Bureau Federation, and the National Council of Farmers' Cooperatives. Data were collected during the period of October, 1951, through May, 1952, by means of mailed questionnaires and field interviews with organization personnel. It was concluded that: the structure influenced educational efforts, content, and form; greater similarity characterized intra-organizational analyses; and, value orientations differed objectively among the large organizations. Different value orientation appeared to be a one factor which operated in selecting a membership from a population which was essentially limited to a single occupational category. Education had a functional relationship to structure and value orientation. In some organizations entertainment, internal- and external-propaganda appeared as the latent content of education. It was concluded that to develop an action program of adult education through voluntary associations in the areas of international understanding, strengthening of democracy and the economy a sponsoring organization should take into account, the different value orientations and the different roles of education.

1332 THE CANADIAN Y.M.C.A. AS AN AGENT OF INTERNATIONAL UNDERSTANDING. Wybourn, Edbrooks, S. Columbia University. 1960.

9000 INTERNATIONAL PERSPECTIVE

9020 International, Comparative Studies

1333 A COMPARATIVE STUDY IN THE FIELD OF ADULT EDUCATION. Hornback, Florence M. New York University. 827 p., 1942.

This study obtained a cross-section of opinions in the adult education literature, and used the resulting categories or criteria to examine policies and practices in two programs which have served as models for many other groups in the United States. Differing opinions from 1929 to 1941 were reviewed concerning a proper definition of adult education; the personal, social, and vocational aims of adult education; curriculum design and program planning; academic recognition and class grouping; relative merits of specific teaching methods (lecture, discussion, forums, etc.); adult guidance and counseling; the selection, training, salaries, and qualifications of adult educators; characteristics of adult students; instructional aids; tuition and finance; techniques for publicity; evaluation problems and criteria; program accounting; and research needs. The author then described the organization and other characteristics of programs in the South Orange-Maplewood (New Jersey) Adult School and in the Diocese of Great Falls. Finally, point by point, he compared the two programs with each other and with the literature.

*1334 A COMPARATIVE STUDY OF WORLD MOVEMENTS IN ADULT EDUCATION.
Mottershead, Noel Francis. University of California. 444 p., 1948?

A detailed comparison was made of the historical development of major adult education movements around the world, with attention to the climate of political, social, and cultural forces accompanying growth. Distinctive features of organization, finance, and activities were noted and compared. After reviewing the origins of workers' education in Britain, the author traced its development in Australia, New Zealand, South Africa, Canada, and the United States, as well as similar movements in Scandinavia. (South Africa and the United States had the weakest movements.) He then described tutorial classes and related activities (including summer schools and study circles) in England, Australia, and New Zealand; and features of educational settlements and residential programs in several countries (Great Britain, Switzerland, Poland, Finland, Austria, Germany, the United States) were touched on briefly. The origins, principles, growth, and present status of the Danish folk high School movement were dealt with its offshoots in Norway, Sweden, Finland, Estonia, Poland, Japan, Hungary, Canada, Switzerland, Weimar Germany, and the United States, and eight European nations was also covered. Finally, the development of the World Association for Adult Education was discussed with respect to information dissemination efforts, sponsorship of new movements and organizations, formation of world contacts, and financial difficulties.

*1335 SOCIAL WORK AND ADULT EDUCATION: A STUDY OF SOME COMMON ASPECTS.
Slavin, Simon. Columbia University. Ed.D. 173 p., 1953.

Based on the assumption that commonality and uniqueness can coexist, this study focused on some generic components that cut across the institutional and functional boundaries between social work and adult education. The processes, relationships, and content of the two fields were examined, including basic objectives and learning psychology. Democratic ethics and processes, the dynamics of group process, the concept of individual need and adjustment, specific leadership skills and functions, and underlying administrative practices and principles, were singled out and discussed in detail. A need was seen to promote the integration of social and behavioral science findings, to share knowledge in such areas as agency operation and interaction and the dynamics of community life, and to replace isolation and overspecialization with effective integration of services.

*1336 COMPARATIVE EXTENSION EDUCATION IN ANGLO-SAXON COUNTRIES WITH PARTICULAR REFERENCE TO AUSTRALIA. Farquhar, Reginald Noel, Jr. Cornell University. Ed.D. 61-6846. 379 p., 1961.

A comparative study was made of extension education in the United Kingdom, the United States, Canada, Union of South Africa, India, and Australia. Data were collected through literature search and correspondence. Psychological, sociological, educational, and administrative principles and concepts were included in the frame of reference. Extension education had its formal beginning in the University Extension programs started in England in the nineteenth century and was adopted and adapted by many countries, particularly the other Anglo-Saxon countries. Many social, political and economic factors influenced the evolution of the different programs of extension education in the various countries studied. Agricultural extension became the dominant program of extension education in several countries, notably the United States. But the recognition of all extension programs as extramural education programs of educational institutions or organizations, involving a voluntary clientele, with a common historical origin but different evolutionary environmental influences, allowed meaningful comparisons to be made among the programs. This study indicated a definite trend towards a synthesis of subject matter in extension work and an integration of extension education with other public programs and services. All the programs dealt basically with development of the people by education.

1337 ADULT EDUCATION IN SCANDINAVIA: A STUDY IN DEMOCRACY AND ITS MEANING FOR CONTINUING EDUCATION IN THE UNITED STATES, ESPECIALLY AS IT PERTAINS TO THE COMMUNITY COLLEGE. Southwood, Howard Dene. Florida University. Ed.D. 16,362. 164 p., 1956.

The underlying theme of this study of the development of voluntary, adult education in Scandinavia was an effort to determine whether it had any meaning for adult education in the United States. The objectives of the study were accomplished by study in the Scandinavian countries, through interviews, observations, reading, and participation in adult education programs. The primary considerations of the study were limited to the two main voluntary, adult, educational activities: the residential schools, known generally as the folkehøjskoler; and the nonresidential schools which manifest themselves largely in the aftenskoler in Denmark, the studiegrupper in Norway, and the studiecirkeler in Sweden. Adult education in Scandinavia has evolved largely as an attempt to solve satisfactorily a multiform crisis in organized social life. In all of the adult programs the purpose was the same: to encourage social, moral, and intellectual responsibility in a democratic society, and to educate for a higher standard of national and world citizenship. Efforts toward the achievement of these goals have been made through extensive development of adult education facilities. Increasingly liberal state aid has largely eliminated economic and geographic considerations as barriers to continuing education. The curriculum is built around the changing needs and desires of the people, affording democratic environments for the development of aesthetic, physical, and mental abilities; personality; self-determination, and creativity. Upon completion of courses of study, pupils are encouraged to return to their farms, crafts, or trades with a finer feeling for life. Adult education in Scandinavia has evolved to the point where it is no mere function of society, but has produced a segment of society which is itself educative.

1338 A COMPARATIVE STUDY AMONG 4-H GIRLS OF FOUR YEARS AND OVER, ONE AND TWO YEAR 4-H DROP-OUTS AND NON 4-H GIRLS OF NINTH GRADE IN TEN SELECTED COMMUNITIES OF WISCONSIN TO DETERMINE DIFFERENCES IN SCHOOL ACHIEVEMENT AND SOCIAL BEHAVIOR. Subaima, Guthikonda Venkata. University of Wisconsin. 179 p., 1961.

Part of a larger longitudinal research effort, this study investigated differences in school achievement and social bahavior among three groups of ninth-grade girls: members of 4-H more than four years, dropouts from 4-H after a year or two, and nonmembers of 4-H. Chronological age, mental age, and eleven academic variables were examined, together with eleven social, personal, and interest factors. Differences among the three groups on the academic and social variables were not statistically significant. However, on the average, the four-year group secured the highest mean scores on the two key variables, and the dropout group scored higher than the nonmember group. Results on intelligence tests showed that 4-H experience may have improved members' mental ability and exerted some indirect influence on school achievement. As for social behavior, results suggested that it would be worthwhile to use a more comprehensive rating system for more freedom in rating and a greater assurance of validity.

9040 Developing Nations

See also: 5280 Fundamental and literacy training abroad;
5550 Community development programs abroad;
7150 Cross-cultural training

9530 Scandinavia

1339 THE FOLK HIGH SCHOOLS OF SWEDEN. Ostergren, David Lawrence. Columbia University. 167 p., 1952.

9800 Asia

1340 A STUDY OF THE EDUCATIONAL PROGRAMS OF THAI STUDENTS IN THE UNITED STATES UNDER THE SPONSORSHIP OF THE INTERNATIONAL COOPERATION ADMINISTRATION DURING THE 1958-1959 ACADEMIC YEAR. Swaengsugdi, Thanoo. Wayne State University. Ed.D. 274 p., 1960.

AUTHOR INDEX

ABDEL-AZIZ, Abdel-Hamid F. 923
ABEL, Frederick Paul 591
ABU-LABAN, Baha R. 439
ADAMS, Aaron F. 889
ADAMS, Frank T., Jr. 405
ADDICOTT, Kenneth K. 1316
ADOLPHSEN, Louis John 663
AIKEN, Charles Roy 622
AINSWORTH, Chester Boyd 979
AKER, George Frederick 674
ALBANESE, Robert 881
AL-BASSAM, Hassan Kadhum 470
ALBITZ, Diane Ramsey 235
ALBRECHT, Ruth Ester 697
ALDRIDGE, Gordon James 699
ALLEN, Lawrence A. 79
ALLSOP, Joan W. 46
ALMANZOR, Angelina 25
ALPERN, Gerald David 205
AMBROSINO, Salvatore 1151A
AMATO, Anthony Joseph 844
AMBURGEY, Lyman Robert 1196
ANDERSON, Dale Norman 576A
ANDERSON, Floyd M. 1136
ANDERSON, Martin P. 530
ANDREASEN, Paul J. 76
ANNIS, William Henry 975
ANSELL, Charles 1135
APODACA, Anacleto Garcia 924
ARNOLD, James Elisha 48
ARNS, Josephine 744
ARNSTEIN, George Ernest 512
ARRECHE, Paquita R. 794
ARTIS, Rudolph Douglas 471
ASLIN, Neil C. 255
ASMUS, Ralph C. 983
ATELSEK, Frank Joseph 719
ATWOOD, Harry Mason 104
ATZMON, Ezri 1162
AUERBACH, Arnold J. 468
AUSTMAN, Helgi H. 623
AXELROD, Morris 260
AXFORD, Roger W. 75
AXINN, George Harold 404
BABITZ, Milton 1061
BAIN, Jessie W. 698
BAKER, Harold Reid 1197
BALABAN, Victor 1134
BALDAUF, Boyd Joseph 1053
BALL, Kenneth Leon 545
BALLIN, Marian Ruth 354
BANCROFT, G.W. 911
BANTA, Clarence O. 17
BARDWELL, Roger W. 103
BARKER, Lowell F. 5
BARNARD, David Putman 578

BARNES, William D. 1
BARNETT, Gordon James 725
BARQUEST, Glenn Donald 102
BARRON, Howard H. 259
BAS, Robert Kemp 355
BASSIN, Alexander 836
BATHO, Marshall George 584
BAUDER, George Emil 353
BAYLES, Lewis Allen 4
BEAMER, George C. 393
BEAVERS, Irene 272
BECKSTRAND, Gordon Lynn 435
BELL, Robert Wayne 135
BENELL, Florence Belle 499
BENN, Harold William 156
BENNETT, Barbara Ann 155
BENNET, Daphne Nicholson 1133
BENNETT, Edith B., 525
BENSON, Harold W. 662
BERGER, Rolland David 511
BERKES, Fay K. 478
BERKOWITZ, Howard 234
BERKOWITZ, Leonard 531
BERRIER, John G. 100
BERRY, Paul McCoy 215
BERTIN, Morton A. 536
BESCO, Robert Orin 332
BIER, William C. 233
BIEVER, Lawrence John 105
BILLINGSLY, Leon Commodore 661
BIRD, Joseph Wright 214
BISCHOFF, Milton W. 1312
BISHOP, Frances Marian 1132
BIXLER, Genevieve Knight 517
BJELLAND, Dale A. 14
BLACK, Clair W. 276
BLACK, Myrtle Foster 10
BLAIR, Joseph Skiles, Jr. 595
BLAKELY, Thomas Alfred 410
BLANCHARD, Robert Eugene 9768
BLANCHE, Lucille Bowie 158
BLANK, Howard Demey 778
BLANK, Irwin W. 1251
BLATTER, Alva Leon 529
BLAU, Zena Smith 737
BLOOM, Kenneth Lionel 232
BLOUNT, Willie Archie 974
BLUMBERG, Leonard U. 159
BOCK, Elmer Wilbur 213
BODARKY, Clifford J. 1118
BOGARD, Howard M. 888
BOGDANOFF, Earl 909
BOND, Betty Wells 528
BONK, Edward Carl 366
BOONE, Edgar John 635
BOOZER, D. Geraldine 736

BOS, Robert K. 777
BOSTIAN, Lloyd Russell 973
BOSWORTH, Claud Aaron 134
BOWDEN, William L. 56
BOWER, Eli Michael 1035
BOYER, Donald N. 735
BOYLE, Patrick Gerald 277
BOZEMAN, Herman H. 160
BRACKIN, Walter Hannaum, Jr. 336
BRADLEY, Burke W. 1207
BRAID, Andrew Falcnor 411
BRANNAN, Betty Jean 1047
BRANNAN, Eulie Ross 317
BRESSLER, Mildred Bloom 821
BRIAN, D. Garron 1261
BRILHART, John Kinter 518
BRIZEE, Robert Louis 910
BROADBENT, Marden 617
BRODY, Abraham Barnet 115
BROOKES, Crittenden Edwards 392
BROPHY, Alfred Laurence 231
BROWN, Claude Harold 161
BROWN, Dorris Dudley 1048
BROWN, G. Lawrence 657
BROWN, Frank Reginald 660
BROWN, M. Alan 258
BROWN, Robert Simeon 295
BROWNE, Margaret Carlson 162
BROWNE, Michael 212
BRUCE, Robert Lee 331
BRUMBAUGH, Sara B. 1015
BRYAN, Laurence Leonard 163
BUASRI, Saroj 848
BUCKLEY, Margaret Braun 596
BUCKMAN, Gabe, 972
BUNGE, Adolph Frederick 271
BURCH, Glen 510
BURCHILL, George W., Jr. 318
BURLESON, Derek L. 1167
BURMAN, Arthur Carl 165
BURNS, Hobert Warren 84
BURNS, William A. 508
BURNSTED, James Lawson 1213
BUSQUETS, Carmen Teresa Pesquera 1049
BUSWELL, Arthur Stephen 1203
BYRNE, James Anthony 1177
CAGAN, Milton, 328
CAMP, Maurice B. 582
CAMPBELL, George William 1178
CAMPBELL, Jesse Frank 776
CANESTRARI, Robert 249
CANNING, William Mathew 133
CANNON, R.C. 1310
CANNON, W. John 390
CANTONI, Louis Joseph 389
CAREY, Gloria Louise 527

CARLSON, Carl Raymond 498
CARLSON, Earl Richard 230
CARLSON, Milton Eric 86
CARMODY, William A. 330
CARPENTER, Henry David 450
CARROLL, William Thomas 1131
CARSON, Grady E. 835
CARTENSON, Blue Allan 132
CARTER, Don C. 1062
CARTER, George LaRome, Jr. 624
CARVER, Robert B. 1130
CASS, Dal H. 320
CASSELL, Roy Dale 676
CATAPUSAN, Flora Encarnacion Diaz 849
Caul, Denio Andrew 637
CAUSEY, John P. 559
CAVE, William Marion 1222
CAVES, Jack William 379
CHAMBERLAIN, Martin N. 869
CHANDLER, Barbara Anne 1129
CHANG, Hsi-Kee 481
Chapman, Charles Edward 98
CHARLES, Ramon L. 164
CHARTERS, Alexander N. 107
CHARTOCK, Sarah K. 1014
CHEEMA, Amrik Singh 858
CHEN, Sih-kong 2
CHEN, Wei-lun 38
CHESKIE, Sophie Veronica 1214
CHILCOTT, John Henry 216
CHOMITZ, David Lincoln 1210
CHOUDHURY, A.N.M.Mumtaz Uddin 42
CHRISMER, John McSween 273
CHRISTENSEN, Ned Jay 229
CHRISTENSON, Reo Millard 1204
CHRISTIANSEN, Glen A. 1128
CHRISTOPHERSON, Victor A. 1127
CLARK, Burton R. 1215
CLARK, Edward Thomas 106
CLARK, Edwin Clarence 1182
CLARK, Harry E. 649
CLARKE, Jacquelyne Mary Johnson 792
CLARKSON, Frank Edward 112
CLAY, Horace Freestone 1164
CLIFTON, C. Stanley 723
CLOUSE, James Paul 971
COE, Robert Stanford 752
COFFINDAFFER, Billy Lee 301
COHEN, Arthur Martin 537
COHEN, Howard Martin 829
COLEMAN, John William 692
COLESON, Edward Paul 39
COLES, Roswell S. 706
COLLINS, Alan Keith 884
COLLINS, Marjorie G. 1126
COLOGNE, Rose Mary 1125

CONCISTRE, Marie J. 1165
CONDON, Margaret E. 772
CONGREVE, Willard John 402
CONLEY, Veronica L. 569
COOK, Benjamin D. 636
COOK, Robert S. 1252
COOPER, Kenneth J. 166
COOPER, Morton 823
COPE, William Jr. 338
CORBIN, Claire 1236
COREY, Noel D. 558
CORSON, Lloyd Nelson 656
COSTIN, Frank 319
COWLES, Imogene Neek 468A
CRADDOCK, John Richard 655
CRANE, Carlson Eldridge 269
CRAWFORD, Bryant, Jr. 26
CRAWFORD, Norman P. 840
CRAWFORD, Will Clark 413
CREECH, Glenwood Lewis 412
CRIMI, James E. 991
CROSBY, Ella Mae 938
CULLY, Kendig Brubaker 77
CURRY, Volna M. 268
DAHAMA, Om Prakash 940
DAIGNEAULT, George H. 415
DAIL, Howard Meredith 577
DAKAN, Everett Ayers 217
DALTON, John Elmer 416
DALTON, Mary Beatrice 992
DAMON, Thomas Frank 575
DANZIG, Martin E. 170
DARTER, Vernon Webster 1201
DAVIDSON, Adele Karp 57
DAVIDSON, Edmonia White 315
DAVIES, John Leonard 299
DAVIS, Helen Marie Boyersmith 985
DAVIS, Junius A. 218
DAVIS, Philip Barr 263
DAVIS, William Eben 1223
DAY, Elisabeth Cooper 451
DEAN, Leland 556
DEANE, Stephen Russell
DEFFNER, Donald Louis 1253
DEGROAT, Fannie Metcalf 1216
DELLA-PIANA, Gabriel Maris 110
DEL RIO SEPULVEDA, Fernando 296
DEMMING, John Albert 109
DENOYELLES, Lester Charles 414
DENNIS, Ronald T. 250
DENMARK, Florence L. 219
DENURE, Charles L. 939
DE WIRE, Harry Albert 1302
DICKERMAN, Watson 49
DICKSON, Lewis Harper 440
DIETTERICH, Paul Merritt 1301

DIFFNER, Donald Louis 1254
DIFRANCO, Joseph 356
DIGGS, Kermit Hunter 564
DIRKS, Henry Bertram 349
DODDY, Hurley Herman 456
DOTSON, Robert Scott 969
DOYLE, Winfield G. 1317
DOWNING, Laurence Richard 1192
DREW, Alfred Stanislaus 108
DREWERY, Richard Key 720
DRICKEY, James D. 367
DRIVER, Helen I. 526
DUBETA, John Charles 1249
DUBNO, Peter 539
DU BRIN, Andrew J. 659
DUFF, Mike 925
DUNCAN, James Aubrey 169
DUNHAM, Ralph Emerson 168
DUNLAP, Martha Lois 1202
DURFEE, Arthur E. 167
DURST, John Kemp 638
EATON, Orville L. 497
EDWARDS, Elisabeth S. 228
EDWARDS, Funson 1217
EGER, Lawrence Marquette 739A
EISENBACH, Joseph Jr. 867
EKLUND, John M. 613
ELIAS, Lloyd John 137
ELKIN, Harry 1299
ELLIOTT, Charles Henry, Jr. 1124
ELLIOTT, Dean Alexander 970
ELLIS, Evelyn Elizabeth 749
ELLSWORTH, Allen Simmons 874
ENDRES, Mary P. 1075
ENGEL, Ilona Maria 740
ENGLE, Harry Aaron 220
ENTERLINE, Philip E. 742
ERBSTEIN, George Bernard 32
ERVIN, Susan Moore 852
ESBENSHADE, Ann Augusta 227
ESSERT, Paul L. 252
ESTERSON, Harold Herman 138
EVANS, Helen Marie 297
EVANS, Jean Charles 1200
EVANS, Mary Elizabeth 1050
EVRAIFF, William 87
EWIGLEBEN, Robert Leon 350
FAHEY, Mary Ralph 560
FALKNER, Kenneth W. 1012
FARNUM, Hollis B. 1183
FARQUHAR, Reginald Noel Jr. 1336
FAVA, Sylvia Fleis 461
FEINTUCH, Alfred 370
FENLEY, John Morris 171
FERGUSON, Philip Mitchell 417
FERINGER, Frederick Richard 882

FERSH, George L. 496
FERVER, Jack Calvin 639
FIELD, George Albert 1006
FILE, Edgar Francis 1281
FINCK, George Haas 1113
FINE, Benjamin 1171
FINKELSTEIN, Elizabeth B. 12
FINNEY, James Cornelius 868
FISHBACK, Woodson Whitsitt 500
FISHER, Stanley 185
FITTS, William H. 184
FLEMING, Edward L., Jr. 519
FLESCH, Rudolph F. 842
FLETCHER, Warner G. 459
FLOYD, Raymond Bertrand 787
FOLK, Chris Evans 460
FOLK, Hugh Wilds 1051
FORD, Roxana Ruth 678
FORER, Bernard 901
FORMAN, Bernard 825
FORMAN, Martin Joseph 707
FORMAN, Sandra C. 458
FORT, Raymond Eugene 43
FORSEN, Robert Harlan 945
FOSTER, Barbara Ruth 647
FOSTER, Elizabeth Smith 1081
FOX, Frederick 58
FOX, Raymond Thomas 982
FRAENKEL, William A. 819
FRANKLIN, Elton 92
FRANKLIN, George William 775
FRANKLIN, Richard C. 533
FRASURE, Kenneth Jones 677
FREDERICKS, Carlton 608
FREEMAN, Charles Maddry 646
FREEMAN, Leslie G. 912
FREEMAN, Samuel D. 270
FRENCH, Robert Lewis 278
FRENCH, Virginia 853
FRIESEN, John K. 472
FROEHLICH, Abraham 827
FRYMIRE, Lawrence Terrell 570
GABRIELE, Anthony Benedict 717
GADDIS, Terence Bernard 561
GAITHER, James Wallace 913
GALE, Steve 501
GALL, Elena Discepolo 1031
GAMBILL, Dorcas D. 855
GARCIA, Rafael 1262
GANS, Herbert Julius 1008
GARBER, Leonard 27
GARDNER, Mary Ellen Bass 788
GARRETT, Charles Wesley 708
GARRETT, Gene Aubrey 380

GASS, Gertrude Dorothy Zemon 172
GAYLORD, Bruce Arthur 946
GEE, Ronald Callaway 993
GEKOSKI, Norman 111
GELMAN, Murray C. 1224
GENG, George Yuen-hsioh 1255
GERARD, Grace Bryan 280
GERDES, Bernhard William 1092
GETSINGER, Joseph Wilson 61
GIBSON, James Edward 139
GILBERT, Claire Erin 60
GILLESPIE, David Ellis 321
GILLIGAN, Thomas J. 29
GISRIEL, Austin Eugene 186
GLANCY, Keith E. 418
GLATTHORN, Allan Adale 1083
GODBEY, Gordon C. 875
GODOWN, George Theodore 274
GOLDBERG, Albert Leonard 587
GOLDBERG, Samuel 1239
GOLDFARB, William 125
GOLDHAMER Herbert 877
GOLDIN, Frank Samuel 606
GOLDING, Lawrence Arthur 1023
GOLDSTEIN, Harold 607
GOOD, Ronald Eisen 279
GOODMAN, Harvey 188
GORDON, Carol Elizabeth 187
GORDON, Hyman 290
GORDON, Oliver B. 1275
GORDON, Shirley Blom 1208
GORVINE, Elizabeth Sturtevant 947
GOULD, Norman Selby 1093
GRANGER, Lauren B. 926
GRANICK, Ruth 732
GRANNEBERG, Ralph Thormod 189
GRANOFSKY, Jack 190
GRANT, Sydney Robert 567
GRAVES, Perdue B. 298
GRAWUNDER, Ralph M. 727
GRAY, Jack Douglas 859
GRAY, James Terry 324
GRAYSON, William Henry,Jr. 534
GREEN, Donald George 88
GREEN, J. Carleton 1076
GREENBERGER, Lawrence F. 59
GREENSTEIN, Jules M. 221
GREENWALD, Harold 753
GREEY, George Wells 247
GREGG, Catherine Esther 779
GREGORY, John V. 485
GRETEBECK, Sanford Hilman 927
GRIFFITH, Paul W. 928
GRIGGS, Jane 1091
GROPPER, George Leonard 552
GROSSMAN, Searles A. 191

GRUBER, Alin 818
GRUENFELD, Leopold Wilheilm 339
GULICK, Robert Lee, Jr. 504
GULLEY, William Hart 878
GURIN, Gerald 921
GWINN, Samuel Monroe 436
HAAS, John Eugene 1029
HABITO, Celestino Pabello 929
HADLEY, Loren S. 986
HADLOCK, Alton Parker 513
HADSELL, John Sidney 1266
HAGELBERG, Milton John 89
HALE, Clara B. 302
HALFTER, Irma T. 746
HALL, Robert Franklyn 685
HALLENBECK, Wilbur C. 1256
HALZEL, Lawrence, 724
HAMILTON, James David 382
HAMILTON, Philip Anthony 192
HAND, Samuel E. 452
HANSEN, Burrell F. 610
HARDWICKE, Jane Steeves 1020
HARDY, Blanch Brewster 1184
HARDY, Herbert Norfleet 63
HARES, James Clark 1264
HARITON, Theodore 885
HARNACK, Robert Victor 514
HARRIMAN, Byron Lynn 830
HARRINGTON, Ethel Keevan 80
HARRIS, Albert Terry 784
HARRIS, Catherine Riegger 114
HARRIS, Kenneth Earl 1185
HARRIS, Richard H. 113
HARRISON, James W. 1179
HARTIG, Marvin Eugene 351
HARTZOG, David Henry 948
HARVEY, John Jackson 640
HARVEY, John Jackson 652
HATHAWAY, Emily Murtle 78
HATHORNE, Berkley Charles 368
HATTON, Robert Oliver 651
HAUGHEY, David Wallace 1119
HAVENS, Arthur Eugene 175
HAWLEY, John Babcock 333
HAWORTH, Edward Harmon 709
HAYCOCK, Ruth Camilla 580
HEACOCK, Joe Davis 1263
HEAD, Wilson A. 357
HEALY, Daniel J. 616
HEATH, Harry Eugene, Jr. 592
HEAVENRICH, Samuel W. 1318
HEBELER, Jean Ruth 1123
HECKEL, Maynard Calvin 614
HEDLEY, Harold W. 850
HEER, David M. 763
HEGLIN, Howard James 540

HEIN, Frederick V. 1082
HEIST, Paulus A. 358
HEMP, Paul Edwin 949
HENDRICKS, Archie Eugene 401
HENDRICKSON, Andrew 1229
HENDRICKSON, Andrew 1218
HENDRICKSON, Norejane Johnston 1064
HENSARLING, Paul Reginald 1221
HEPLER, James William 541
HERBERT, Louis 441
HERSHEY, Edna-Jean 680
HERSHEY, Robert 174
HERTERT, Patricia 837
HESSELTINE, Wilbur Ray 173
HEUSNER, William W. 1024
HEWITT, Benjamin Attmore 140
HEYNS, Roger William 521
HILL, William Bailey 281
HILTERBRAND, Luther Ray 325
HINSHAW, Robert Patton 251
HIRT, Michael Leonard 121
HOAR, Jere Richnond 718
HOBBS, Walter R. 611
HOCKABOUT, Marvin C. 625
HODGES, Julius Barney 543
HOEFLIN, Ruth Merle 1077
HOFFMAN, Barbara Ann 1084
HOFFMAN, Carl Jacob 679
HOFFMAN, L. Richard 544
HOFFMAN, Ruth Elaine 865
HOFFMAN, Ruth Irene 839
HOGAN, Richard A. 385
HOGGSON, Robert L. 1032
HOLCOMB, Walter Lewis 1269
HOLDEN, John Bernard 18
HOLL, Robert F. 420
HOLLANDER, Edwin Paul 1238
HOLLEY, Andrew Leon 1199
HOLLOWAY, Ralph Selah 141
HOLMES, Emma Grace 1085
HOLMLUND, Walter Sulo 653
HOLT, Oris Milton, 941
HORNBACK, Florence M. 1333
HORTON, Homer 118
HORWICH, Frances Rappaport 1103
HOULE, Cyril Orwin 419
HOUSE, Robert James 883
HOVER, Gerald Leslie 802
HOWARD, Judson Dillon 1276
HOWE, Elliot Castleton 1086
HUDSON, Robert Lofton 502
HUDSON, Ronald Vernon 387
HUGG, Alan Eddy 62
HUGHES, Charles Roy 505
HULL, George Ellsworth 437
HUNTER, David R. 658

HURLBUT Edward Vladimir 20
HURLBURT, Julia Knaff 1087
HURLEY, William Maurice 193
HUTCHISON, Russell S. 1277
HYATT, George Jr. 1198
HYMAN, Sidney Robert 117
HYMON, Mary Watson 142
IMMERGLUCK, Ludwig 194
INGERSOLL, Hazel Louella 1066
INGHAM, Roy J. 987
INGILS, Chester Ralph 222
INGRAM, Oscar Harvey 1079
IYENGAR, N. Singammal 899
JACKSON, George Alden 64
JACKSON, James Donovan 553
JACKSON, John Raleigh 950
JACOBS, Henry Lee 711
JACOBSON, Alver H. 1089
JAMBOR, Helen M. 430
JAMES, Newton Elder 489
JARRETT, William H. 1040
JAYASWAL, Sita Ram 224
JEFFERS, Albert Leonard 256
JEFFERSON, Ruth B. 1088
JENKINS, Russell L. 843
JENKINS, Thomas S. 507
JENSEN,Arthur Kenneth 930
JENSON, Paul Gerhard 225
JERVEY, Annie Arden 754
JOHNSON, Clarence Dale 1279
JOHNSON, James Albert 1205
JOHNSON, Jeff Griffith 1278
JOHNSON, Ralph Haakon 769
JOHNSON, Raymond Oliver 700
JOHNSON, Robert Lee 710
JOHNSTON, John L. 980
JOHNSTON, Rupert Bernard 1067
JONES, Allan William 248
JONES, Bertis Lee 453
JONES, Dan Henley 493
JONES, Donald C. 253
JONES, Donald Richard 898
JONES, Douglas Rupert, 1228
JONES, Irene A. 762
JONES, Walter R. 813
JOOS, Loyal Wilson 931
JUSTICE, Ernest 1153
JUSTISS, Valarie O. 1090
KALBACH, Warren Edwin 1145
KAMMEYER, Shirley Joice 129
KANDILAKIS,John 1144
KAPLAN, Norman 999
KAPLAN, Abraham Abbott 99
KARNES, M.Ray 920
KARONSKY, George 597
KATONA, Arthur 1000

KATZ, Bernard 384

KATZ, Leo 811

KAUFMAN, Max Charles 770

KAVETSKY, Joseph 845

KAY, Barbara Ann 195

KAYE, Carol 243

KEEFER, Daryle E. 1180

KEIG, Norman Guthrie 755

KEITH, Robert A. 93

KELL, Venetta Bynum 1054

KELLEY, John Drenan 1009

KELZ, James Warren 383

KENDELL, Ralph C. 388

KENYON, Seymour M. 1028

Kerber, August F. 244

KERNS, Robert Deneille 196

KERRISON, Irvine L.H. 900

KHAN, Lilian 197

KHANNA, Saroj 1095

KHOURY, Mounir Habib 475

KIDD, James Robbins 37

KIELL, Norman 183

KIMBALL, W.J. 157

KIMBROUGH, Ralph B. 669

KING, Charles Edward 1078

KING, Donald C. 891

KING, Emily Elizabeth 176

KING, Kermit C. 66

KING, William Herbert 406

KIRBY, John T., Jr. 198

KITCHENS, Claud Estes, Jr. 1094

KLIETSCH, Ronald George 951

KLIGLER, Deborah S. 1143

KNISELEY, Vernal Vester 434

KNOWLES, Malcolm S. 81

KNOWLTON, Ronald G. 1027

KNOX, Alan B. 1176

KNOX, Wilma Jones 199

KNUDSEN, Leslie Donald 768

KOCH, Albert W. 820

KOCH, Norbert 916

KOHLMANN, Eleanore Louise 1055

KOLODNEY, William 65

KOPAS, Joseph Stanley 906

KOSOW, Irving Lionel 1206

KOTINSKY, Ruth 998

KOTLAR, Sally Lee 1096

KOTT, Maurice G. 130

KOZAR, Andrew J. 1038

KRAMER, Wendell Barlow 463

KREUTER, Mortimer 1039

KRIMBOLTZ, John 495

KRONHAUSEN, Phyllis Carmen 797

KRUK, Arthur Frank 1155

KRUZNER, Donald Lee 28

KUIPERS, Joan Haralson 668

KUIPERS, Ray Harry 605
KURTZ, Oscar 876
KUSHNER, Rose E. 119
KYD, Stirling 421
LACKEY, James Vernon 1273
LACKEY, Katharine 455
LACY, Micajah Pennington 282
LADD, Ernest Everett 254
LADERER, William C. 1115
LAFOLLETTE, Cecile T. 750
LAIRD, Byron Franklin 1172
LAMPARD, William D. 1150
LANCASTER, Josephas Jackson 454
LANDIN,Everett Arthur 1230
LANE, David 381
LANG, Melvin 344
LANIER, Raphael O'Hara 786
LARSEN, Clifford Louis 488
LARSON, Vernon Carl 568
LASKO, Joan K. 1080
LAU, James Brownlee 201
LAVERY, William Edward 423
LAVIN, David Edwin 1109
LAWRENCE, Roger Lee 747
LAWS, Ruth Mitchell 1057
LAWSON, Winferd Mathis 943
LAZZETTA, Vernie Barnett 200
LEACH, Kent W. 68
LEAGANS, John Paul 177
LEAN, Arthur E. 1194
LEAVITT, Linden G. Jr. 864
LEBARON, Helen Renwick 305
LEBEAUX, Charles Nathan 238
LECHNER, Fred George 962
LEE, Anne Marold 745
LEE, Carleton Lafayette 785
LEE, George Alan 1107
LEFF, Ada G. 1106
LEHMAN, Ruth Townsend 1058
LEHMANN, Charles Frederick 202
LEICHTY, Mary M. 1116
LEONARD, A. Orin 1324
LESLIE, Robert C. 1296
LEVETT, Carl David 378
LEVIN, Barry Livingston 547
LEVINE, Herbert A. 1246
LEVISON, Melvin Erwin 994
LEVY, Leo 203
LEWENSTEIN, Morris Robert 1010
LEWIS, Edward Shakespear 484
LEWIS, Gerda Johanna 483
LEWIS, Mark Edwin 1225
Lieberman, Irving 1323
LIEBERMAN, Morton A. 1163
LIGGITT, Earle O. 422
LILJEBLAD, Maynard T. 204

LINDECKER, Wayne Moore, Jr. 1295
LINDLEY, Jesse B. 683
LINDQUIST, Ruth 1120
LINTNER, Julius Harold 942
LINTON, Thomas Edwin 67
LIU, Yu-Chen 1169
LIVERIGHT, Alexander Albert 626
LOEFFLER, Frank Joseph Jr. 804
LOESSNER, Ernest J. 304
LOEWENSTEIN, Duane Evan 535
LOFCHIE, Stanley H. 122
LOKERS, Raymond James 82
LONGWORTH, Donald Sherman 686
LOOMIS, Irven Lyle 1270
LOREEN, Carl Oscar 329
LOVE, Grady Edward 316
LUCHSINGER, Leland Beyer 681
LUFF, Andrew Charles 322
LYLE, Mary Stewart 1046
LYNCH, John C. 1211
LYNN, Ercell V. 1305
MC ADAM, Robert Everett 1030
McAFEE, Wallace T. 1021
McCLINTOCK, William Frederick 565
McCONAGHA, Glenn Lowery 1005
McCORMICK, Robert William 303
McCOY, Lee H. 1274
McCRARY, Jack Smith 730
McGEE, Howell Walton 359
McGEE, Patricia S. 245
McGONAGHA, Glenn Lowery 988
McGUIRE, John Paul 684
McHOSE, Elizabeth 1114
McINTYRE, Lloyd Frank 1195
McINTYRE, William R. 726
McKAY, Olive Jean 442
McKINLEY, john 1018
McKINNEY, David Walter 627
McLaughlin, Lawrence King 90
McMAHON, Ernest Edward 1173
McMAHAN, Frederick J. 323
McMICHAEL, Morris Harry 1019
McNEIL, Mary 116
McNULTY, John Patrick 701
McOLASH, Francis J. 1300
McPHERSON, Joe H. 143
McQUEEN, Albert James 783
MAC COBY, Herbert Henry 443
MACOWAN, Thomas Defoe 1231
MACK, John Archibald 307
MAC LEAN, Janet R. 731
MAC LELLAN, Malcolm 1250
MADDEN, Samuel Alfred 293
MADDEN, Sister Anselm Mary 751
MADEIRA, Sheldon, 1272
MADGWICK, William 1271

MALCOLM, Donald Jack 464
MALEK, Zena Bella 702
MALIKIN, David 226
MALO, Albert H. 612
MANLEY, Charles A. 1181
MANN, Arthur F. 562
MANN,Sister M. Jacinta 345
MANNE, Sigmund Herbert 828
MANNING, Mary 16
MARCUS, J.D. 144
MARGOLIS, Isidor 50
MARLOW, Harper Leroy 554
MARTIN, Wilfred W. 771
MARTINEZ ACEVEDO, Reinaldo I. 952
MARTINSON, Floyd M. 795
MASTERS, Hugh B. 1160
MATALAMAKI, William 932
MATHERNE, Allen James 1042
MATHEWS, Quinten Snow 773
MATTHEWS, Joseph Luther 628
MATTHEWS, Romine Ellwood 774
MAVES, Paul Benjamin 722
May, Elizabeth Echhardt 989
MAZZITELLIE, Dominick Jr. 667
MEADERS, Otis Donald 953
MEES, Carl Fred 71
MEHRA, Lal Chad 579
MEIER, Arnold Raymond 555
METCALF, Robert Harold 1227
METIVIER, Joseph Guy 764
METZGER, Stanley Miles 352
MEYER, Carol H. 549
MEYERS, Marvin Daniel 703
MEZIROW, Jack D. 444
MICHAEL, John Arthur 1159
MIELE, John Anthony 741
MIKELL, Alfred Miller 581
MIKHALL, Fouad Ragheb 976A
MILANO, Joseph Ernest 977
MILBRATH, Cyril Merton 462
MILLER, Donald Ray 1121
MILLER, Grace Augusta 1043
MILLER, Harry L. 585
MILLER, Howard Leland 944
MILLER, Leon F. 15
MILLER, Sutherland Jr. 145
MILLS, Marjorie Fouke 1068
MILNE, James D. 793
MINDEN, Mary Beth 1044
MINEAR, Leon Pierson 566
MINICK, Carl E. 308
MINNIS, Roy Barker 309
MINTER, Philip Clayton 586
MISHKIN, Rosalie 743
MITCHELL, Howard E. 1117
MOECKEL, Rolf Edward 503

MOLYNEAUX, Silas D. 1037
MONROE, Margaret Ellen 1319
MONTAGUE, Anita C. 756
MOORE, Forrest G. 1166
MOORE, Miriam Brown 1104
MOORE, Paul J. 178
MOREHEAD, Hubert Pershing 598
MOREY, Victor Pinkerton 1004
MORGAN, Julia Elizabeth 445
MORRILL, Junius Glenn 264
MORRIS, Sumner Burton 550
MORRISON, Duncan G. 1320
MORRISON, Duncan Grant 1325
MORRISON, Richard D. 791
MORROW, Evelny R. 283
MORTON, Jack R. 36
MORTON, John R.C. 1141
MOSES, Virginia Anne Musick 1098
MOSS, Hugh Franklin 551
MOSS, Ira M. 712
MOTTERSHEAD, Noel Francis 1334
MUEDEKING, George Herbert 1097
MULFORD, Charles Lee 465
MUNSON, Joan Edith 360
MURPHY, John Brown 856
MURPHY, Mary Martha 1161
MUTHARD, John Edward 371
MYERS, Noel Thomas 1170
MYERS, Robert Brown 629
NAGEL, Roland F. 1219
NADLER, Leonard 310
NAM, Byung Hun 1240
NAGLE, John Edward 618
NARAIN, Raj 846
NAUGLE, Hazel E. 851
NEDZEL, Lucy Nielsen 1321
NELSON, John M. 1329
NELSON, Kenneth G. 954
NEUBECK, Gerhard 372
NEWBERRY, John S.Jr. 91
NEWTON, David 1122
NEYHUS, Arthur Irvin 814
NICKLIN, John Richard 593
NICHOLS, Charles Harold 407
NICHOLSON, David Hull 146
NICOLLE, Dunstan Ivan 831
NIELSON, Alfred Melville 241
NIVEN, Harold Franklin Jr. 599
NOEL, Francis Wright 600
NORBY, Oscar Woodrow 287
NORFORD, Charles Albert 494
NORRIS, Verlyn L. 242
NORTHWOOD, Lawrence King 128
NOSS, David S. 588
NUTTALL, Richard Voight, Jr. 1193
OLDENBURG, Cornelius 373

OLIVA, Anthony T. 1001
OLSON, Kenneth Sanford 182
OLSON, Norman Claire 897
O'NEILL, Florence 35
ONIKI, Shozi Garry 641
OREN, Anne Winslow 538
ORR, Betty E. 311
OSBORN, Barbara Louise 1099
OSGOOD, William Cyril 286
OSTERGREN, David Lawrence 1339
OWEN, Margaret Frances Richards 1283
OZMENT, Robert Varnell 1282
PABANCY, Aziz D. 11
PACKARD, Duane Leslie 1241
PAGE, James Lee 466
PALACIOS, May Husni 808
PALMER, Mary Ewen 70
PALMER, Virginia A. 1284
PAN, Ju-shu 715
PAPANEK, Miriam Lewin 1069
PARNES, Sidney Jay 890
PARTRIDGE, Arthur Ray 1190
PASTER, George Nicholas 261
PATTYSON, Jack W. 265
PAULSON, Stanley Fay 94
PAVAMANI, V.G.M. 861
PEARL, Lester S. 1065
PEARLIN, Leonard Irving 601
PEASE, Norman Frederick 1298
PEDERSON, John N. 1138
PENLAND, Patrick Robert 1322
PEOPLES, Landon Crocker 1033
PEREZ, Presentacion T. 757
PERLBERG, Arye 347
PERLOW, Bernard David 1285
PETERS, Gerald H. 285
PFANNER, Daniel J. 790
PFANNSTIEL, Daniel Charles 19
PFROMMER, Viola G. 473
PHALLEN, Charles Wellington 880
PHELPS, Henry Beveridge 716
PHILIPS, Charles L. 375
PHILLIPS, Alfred M. 266
PHILLIPS, Everett, Jr. 1036
PICKETT, Arthur D. 374
PIERSON, Rowland Ray 955
PINAMONTI, Guido 532
PITCHER, Robert Walter 687
PLASSE, William B. 124
PLOTNICKI, Ben A. 1156
PODELL, Jerome Edward 127
POFFENBERGER, Thomas Millard 689
POHLMAN, Edward Wendell 361
POHNDORF, Richard H. 1026
POLDER, Edward John 240
POLLEY, John W. 1232

PORTER, Blaine Milton 1070
POTTS, Robert E. 1146
POUPKO, Bernard Aaron 1286
POWELL, Oscar Ray 675
POWELL, Robert Richard 1287
PRASAD, Chandrika 147
PRAWL, Warren Leslie 474
PREECE, Thomas William 1226
PRELL, Arthur Ely 833
PRESTON, James Madison 337
PRICE, Dennis Henry 907
PRICE, Paul Hurvey 1168
PRICE, Randel Keith 312
PRICE, Robert R. 956
PRITCHARD, John Wallace 1016
PROCTOR, Charles H. 477
PROCTOR, Robert Allen, Jr. 1288
PRUSKI, John 376
PSALMONDS, W. Gordon 1290
PULLEN, Paul Thomas 1289
PULLIAM, Aubrey Lloyd 1002
RAFFANIELLO, William F. 1003
RAMBO, William Walter 896
RAMP, Wayne S. 978
RAMSDEN, William E. 399
RANDALL, Raymond Lewis 894
RANSOHOFF, Priscilla 433
RANTA, Raymond Raphael 644
RATCLIFFE, Russell Spence 933
RAYBOULD, S.G. 1174
RECKNAGEL, Kenneth H. 545A
REID, Jesse Taylor 30
REIGEL, Charles Edwin 334
REINHART, Bruce Aaron 1257
REINHART, Miriam Myrtle 546
REISER, Martin 362
RENICK, Theodore Frederick 343
REPOLE, Frank R. 425
REYNOLDS, Mildred Ray 713
RHODES, Kathleen 1041
RIBEIRO, Lyra de Rangel 476
RICH, John Martin 13
RICH, Thomas Allen 721
RICE, R. Philip 1151
RICHARD, Clarence W. 426
RICHARDSON, Sybil Kilduff 3
RICHERT, Marlys Ruth 1045
RICKS, James H. 714
RIDE, Dale B. 704
RIESSMAN, Frank 239
RIGDON, Raymond M. 1291
RILEY, Bob Cowley 810
RINDEN, Arthur Owen 1292
RINGLER, Wilber Euroy 934
RISHEL, Darrell Fred 396
RISLEY, Marius Bernard 522

RITCHIE, Harold Sands 1233
ROBEIRO, Lyra De Rangel 482
ROBERTSON, Elizabeth Irene 1268
ROBINSON, Charles Otis 870
ROBINSON, Ferol Macon 935
ROCHTE, Newton Charles 1327
ROCKWARG, Herman 733
RODD, Richard Allen 666
RODGERS, John Hasford 960
RODRIQUEZ, Oscar 1100
ROGERS, Harold Leroy 23
ROHRER, Wayne Curry 1331
ROSADO, Humberto 643
ROSEN, Hjalmar 148
ROSENBERG, Israel Henry 809
ROSENBLATT, Frank 691
ROSENSTEEL, Richard King 327
ROSKENS, Ronald W. 262
ROSS, Bernard 1328
ROSS, Ian Campbell 893
ROTH, Lester James 664
ROTZ, Henry Welton 1306
ROUGEAU, Amos Benjamin 959
ROUNDS, Lester E. 292
ROUSSEVE, Ronald J. 782
ROWEN, Robert Bernard 919
ROWLAND, John H. 609
ROWRAY, Richard Duane 346
ROYER, Harold Leroy 22
RUDIGER, Elmer Robert 326
RUFF, Eldon Eugene 918
RUFFNER, Ralph Windsor 1242
RUMBAUTH, Lloyd F. 1243
RUSALEM, Herbert 369
RUSCH, William George 1293
RUSHER, Elfreda Maxine 758
RUSHING, Joe B. 1209
RUTHERFORD, Elizabeth 1110
RYAN, Thomas J. 798
SAFIAN, Murray Z. 179
SAGER, G. Allen 1191
SALLEY, Homer Ellison 589
SALTZER, Rosemary 1071
SALTZER, Sam 1101
SAMENFELD, Herbert William 515
SANBORN, William Bigelow 490
SANDOZ, Dolores Mary 257
SANTOS, Bertha 799
SARLES, Hugh Edward 895
SARTOR, Herman Wilmer 335
SAVIDES, Harold Anastas 95
SAVLI, Banu 40
SAYES, James Otis 1297
SCHACHT, Robert Hugo 487
SCHAEFER, Carl John 33
SCHAEFER, Robert Joseph 902

SCHENEMAN, Carl Norman 642
SCHLUTT, Edward Frederick 149
SCHMALHORST, Blanche Crosby 1294
SCHMIDT, John Frank 180
SCHOFIELD, Ralph Ayers 377
SCHOLL, Charles Elmer, Jr. 892
SCHROCK, John G. 1152
SCHROEDER, Walter Phelps 976
SCHULMAN, Eveline D. 1105
SCHULZ, Julius E. 6
SCHULZE, Robert Oscar 1011
SCHURE, Alexander 1326
SCHWARTZ, Theodore W. 431
SCOTT, Herbert Hicks 963
SCOTT, Marshall Jewell 438
SCOTT, Marshal Lyman 1258
SCOTT, Mary Jane 1052
SCOTT, Mary Hughie 748
SEPULVEDA, Fernando Del Rio 669A
SEVOIAN, Lucile Hieser 1056
SEZAK, William 1102
SHAFER, Carl Ivan 886
SHAFTEL, Fannie R. 548
SHANGOLD, Benjamin 446
SHAPIRO, Irving S. 524
SHARPE, Russell Thornley 671
SHEBLAK, Vernon Brauer 21
SHEFFIELD, Sherman Beck 150
SHELTON, Gentry Allen 672
SHELTON, Rodney Francis 957
SHERITZ, Reuben N. 523
SHERMAN, Harry 903
SHIPMAN, Furney G. 85
SHOEMAKER, Ward Almon 424
SHROCK, John G. 1157
SHUNK, William R. 1304
SHUNK, William Roy 1303
SILBER, Mark Bischoff 826
SILL, Maurice Lucien 964
SILLARS, Robertson 408
SILVERMAN, Saul A. 206
SILVERMAN,Sidney 284
SIMKINS, Stanton Wayne 340
SIMMONS, Andrew St. John 780
SIMONAITIS, John 1186
SIMPSON, Shirley Evelyn 688
SINGH, Kalpa Nath 151
SISON, Obdulia Fronda 648
SITTS, Marvin Raoph 181
SKELTON, William Epes 645
SKINNER, Clarence W. 1034
SKINNER, James Arthur 630
SLAVIN, Simon 1335
SLAYTON, Aubrey Roland 152
SLOTE, Walter Harold 815
SMILANSKY, Moshe 41

SMITANANDA, Phanom 34
SMITH, Arthur Edward 96
SMITH, Celestine L. 1111
SMITH, Clifford Lovejoy 615
SMITH, George Baxter 509
SMITH, Joel 576
SMITH, Rex Beach 223
SMITH, Robert E. 832
SMITH, Sister M. Leonita 759
SMITH, Ted Clifford 996
SMITH, Wilda Maxine 965
SMITHERMAN, Donald William 363
SNELLER, Maurice Paterson, Jr. 997
SNOW, Robert H. 995
SNYDER, Alton G. 1307
SNYDER, Conrad Wesley 364
SNYDER, Francis F. 101
SNYDER, James M. 690
SOFFEN, Joseph 631
SOHAL, Takhat Singh 860
SOLEM, Allen Ralph 520
SOLOMON, Robert Byron 398
SOMMER, Clarence Albertus 207
SOUTHWOOD, Howard Dene 1337
SPAHN, Moe C. 1158
SPAIN, Franklin Holloway, Jr. 966
SPAULDING, Seth Joseph 847
SPENCE, John Allen 7
SPENCER, George Elwood 967
SPEROW, Byron Paul 542
SPITZ, Herman H. 208
SPITZE, Hazel Taylor 289
SPRECHER, Thomas Barton 862
SPRINGER, Kayla Jaffe 800
STACY, William H. 83
STAHL, Edgar E. 879
STANFIELD, John 486
STANLEY, Ralph J. 24
STEELE, Henry Benton 457
STEFANI, Rosa Luisa 1142
STEIN, Leo Len 781
STEIN, Thomas Adolph 812
STEINBERG, Warren Linnington 47
STEINGART, Irving 801
STENSLAND, Per G. 1247
STEPHENS, Darleen Bell 1017
STERNBERG, Carl 1189
STEVENSON, Robert James 467
STEWART, Donald G. 1265
STILLWELL, Hamilton 55
STILLMAN, Nathan 1072
STONE, C. Walter 594
STONE Edith Virginia 705
STOREY, John Stuart 395
STOSBERG, William Kenneth 665
STRAWN, Norland William 409

STREIBIG, Kenneth Carl 696
STREIMER, Irving 123
STRONG, Evelyn Richardson 72
STROUP, George Earl 153
STRYKER, Sheldon, 1108
SUBAIMA, Guthikonda Venkata 1338
SUNDET, Stanley Alto 961
SUSSMAN, Evelyn Selena Kaufman 1330
SVENSON, Elwin Victor 871
SWAENGSUGDI, Thanoo 1340
SWANK, Chester Eugene 1059
SWANSON, Paul Reginald 872
SWOREN, Stephen 209
TADMOR, Shlomo 8
TADROS, Samy S. 574
TAMMINEN, Armas Wayne 604
TANDLER, Fredrika Morehouse 904
TARWATER, Jesse W. 1112
TAYLOR, Charles 246
TAYLOR, George Flint 654
TAYLOR, Guy Gene 1013
TAYLOR, Morris Harding 275
TEARE, Robert John 817
TEGNER, Olaf Herman 31
TEMPLIN, Elaine M. 841
TESKE, Philip Ralph 968
TEWELL, Fred 789
TEWES, Helen Kathaline McCall 583
THAYER, Gordon Oliver 887
THOMAS, Benjamin Franklin 1237
THOMAS, Edwin John 210
THOMAS, Kenneth Eugene 427
THOMAS, Ralph R. 69
THOMASON, William O. 397
THOMPSON, Eleanor W. 760
THOMPSON, Franklin James 602
THOMPSON, George Henry 1309
THOMPSON, Warren Craig 491
THORNTON, Martha Bleeker 1308
THURSTON, Donald Reid 834
TIMKEN, Joseph Ellis 673
TOLMAN, Ruth Sherman 824
TOMLIN, John William 734
TOMLINSON, Laurence Elliott 1063
TOMLINSON, William Henry 571
TRAVELSTEAD, Chester Coleman 313
TREGILGUS, Earl Perrin 908
TRELOAR, William Purdy 267
TRENT, Curtis 670
TREVILLIAN, Wallace Dabney 1248
TRONSGARD, David T. 211
TROST, Theodore Louis 873
TULLY, Mary A. 1311
TUNKEL, Leon S. 914
TURNER, Edna May 761
TURNER, Ethel Marie 1060

TURNER, Hazel McCarter 391
TURNER, Margery Jean 765
TURNER, Robert Errett, 981
TURRELL, Ruth E. Barrett 1139
TWERSKY, Jacob 816
TYLER, Frederick H. 447
ULLMAN, Charles Alexander 1244
UNGER, Paul 1007
VALENZIANO, Zena Nunzia 506
VAN AS, Marthinus Luther 572
VANDEBERG, Gale LeRoy 619
VANDEBERG, Loyd Wallace 306
VANZANDT, Bill Ray 693
VARUGHESE, Mattackal Thomas 694
VELTMAN, Peter 563
VERNER, Coolie 448
VINCENT, Norman Lee 682
VINES, Eugene T. 857
VOLLER, Ellwood Archie 1148
WACHS, William 854
WADLER, Nathan H. 1259
WAGNER, Edwin Eric 341
WALDMAN, Herman 1149
WALDMAN, Marvin 394
WALES, Bertram E. 51
WALTON, Tommy Laurice 990
WALZ, Edgar Karl 984
WARD, Paul Lewis 342
WARNER, Gordon 52
WARREN, Alexander Grandison 632
WARREN, Hoyt Mitchell 428
WASINGER, Gordon Bernard 1220
WASINGER, Gordon Bernard 1234
WEAR, Robert Edward 1025
WEBBER, Martin I. 1267
WEBSTER, Sherman N. 288
WEGNER, Kenneth Walter 766
WEIGEL, George Dwane 365
WEINHOLD, Clyde E. 650
WEISENHEIMER, Frederic Stewart 863
WEISS, Robert Stuart 432
WELCH, John Murshon 492
WEPMAN, Joseph M. 803
WEST, Doral Neah 400
WESTBY-GIBSON, Dorothy Fenton 1073
WESTON, Peter Woodbury 291
WHATLEY, Charles Dewey Jr. 1022
WHEEN, George Alfred 1280
WHITE, Claude W. 738
WHITE, James E. 480
WHITE, James R. 449
WHITE, Jerome David 633
WHITE, Martha Frances Sturm 236
WHITE, Martha R. 1140
WHITE, Maurice Everett 573
WHITE, Thurman 634

WHITEHOUSE, Frederick A. 917
WHITING, Geoggrey A. 154
WHITLEY, Wallace Claxton 1187
WIDMER, Frederick W. 1314
WIEGMAN, Eugene William 866
WIESE, Mildred J. 838
WIGGIN, Gladys A. 936
WIGHTWICK, Mary I. 767
WILBUR, Leslie E. 1188
WILCOX, Everett Elliott 621
WILCOX, Glade 695
WILEY, John H. 1147
WILKER, Jerome F. 403
WILKINS, Ralph Wilfred 314
WILLENSON, David 237
WILLIAMS, Cornelius Arnett 294
WILLIAMS, Ferne 300
WILLIAMS, Glenn David 1212
WILLIAMS, John Clifton 131
WILLIAMS, Richard Henry 603
WILLIAMS, Stanley White 429
WILLIAMSON, Merrill Delwin 1235
WILLKENS, Fred H. 73
WILLKENS, William H.R. 44
WILLS, Glenn Elmore 1175
WILLSEY, Frank Richard Jr. 516
WILSON, John Edward 1245
WILSON, Stuart Joseph 739
WILSON, William Paterson 53
WINGERT, Eve Margaret 878A
WINSTON, Harvey David 120
WINTERS, Clifford Lee 557
WOEHLKE, Arnold B. 126
WOERDEHOFF, Frank Joseph 74
WOJCICKI, Antoni 54
WOLCOTT, Dorothea Kathryn 1315
WOLFRAM, Donald Justin 1260
WOLFSON, Harry Erwin 9
WOLFSON, Robert G. 822
WOLFSON, William 806
WONDERS, Alice Wallace 620
WOOD, Eugene Seibert 958
WOOD, Wendell Frederick 905
WOODRUFF, Olive 1074
WREN, Harold A. 915
WRIGHT, George Nelson 807
WRIGHT, Henry Wilkes 805
WUTHENOW, Edith Veronica 922
WYBOURN, Edbrooks S. 1332
WYLIE, James A. 1154
WYNDER, William Richard 937
YANG, Ellwood Hsin-Pao 45
ZAHN, Jane Cordiner 348
ZAHORSKY, Metta Moudy 1137
ZAITZ, Anthony W. 590
ZAKI, Elsayed Gamal 469

ZASLOW, Robert William 796

ZEMAN, Sanford 97

ZERIN, Edward 1313

ZIVAN, Morton 728

INSTITUTIONAL INDEX

ALABAMA UNIVERSITY
250

AMERICAN UNIVERSITY
390, 742, 823, 894, 1241

ARIZONA UNIVERSITY
139, 822, 919

ARKANSAS UNIVERSITY
661, 693, 810

AUBURN UNIVERSITY
220, 317, 551

BOSTON UNIVERSITY
126, 314, 368, 399, 537, 606, 724, 820, 872, 887, 1076, 1119, 1154, 1156, 1276, 1282, 1295, 1296, 1301, 1302

BRADLEY UNIVERSITY
322, 501, 978

BUFFALO UNIVERSITY
69, 97, 308, 403, 522, 1155, 1195

CALIFORNIA UNIVERSITY
20, 52, 90, 168, 245, 337, 410, 444, 512, 597, 702, 824, 837, 871, 1073, 1097, 1215, 1318, 1334

CALIFORNIA UNIV., BERKELY
11, 98, 348, 504, 863, 1061, 1253, 1254, 1257

CALIFORNIA UNIV., LOS ANGELES
3, 47, 53, 58, 64, 66, 93, 268, 302, 453, 455, 513, 579, 593, 704, 796, 882, 1213, 1265

CATHOLIC UNIVERSITY
233, 1250

CHICAGO UNIVERSITY
15, 49, 56, 71, 75, 79, 81, 107, 143, 150, 157, 167, 177, 180, 258, 261, 283, 305, 311, 319, 374, 385, 401, 402, 415, 419, 499, 500, 557, 569, 588, 612, 626, 628, 631, 634, 697, 715, 746, 785, 803, 869, 877, 987, 991, 1021, 1058, 1075, 1078, 1160, 1161, 1163, 1164, 1177, 1179, 1261, 1321

CINCINNATI UNIVERSITY
334, 699, 889, 565, 694, 112, 122, 127, 800, 365, 6, 17, 200, 320, 1053

COLUMBIA UNIVERSITY
2, 8, 9, 24, 25, 27, 30, 32, 35, 36, 37, 45, 46, 54, 62, 65, 78, 83, 99, 115, 119, 125, 145, 183, 185, 212, 217, 218, 232, 239, 252, 253, 270, 271, 274, 276, 280, 290, 292, 293, 310, 315, 347, 356, 269, 372, 381, 388, 406, 408, 424, 433, 442, 443, 446, 447, 448, 449, 450, 451, 456, 458, 460, 467, 468A, 472, 473, 477, 508, 509, 510, 517, 549, 562, 567, 585, 594, 601, 607, 611, 613, 641, 660, 696, 698, 706, 712, 714, 716, 725, 727, 732, 735, 737, 743, 750, 753, 760, 767, 779, 780, 787, 790, 797, 811, 838, 840, 842, 845, 846, 853, 868, 873, 976, 878A, 888, 893, 900, 902, 904, 915, 983, 989, 994, 998, 999, 1001, 1003, 1015, 1020, 1028, 1031, 1034, 1039, 1060, 1062, 1071, 1088, 1100, 1101, 1102, 1106, 1111, 1114, 1125, 1127, 1134, 1135, 1136, 1139, 1140, 1149, 1150, 1151, 1151A, 1167, 1171, 1173, 1178, 1210, 1218, 1224, 1229, 1232, 1238, 1239, 1244, 1245, 1246, 1247, 1251, 1255, 1256, 1258, 1259, 1266, 1269, 1271, 1280, 1283, 1284, 1298, 1305, 1309, 1311, 1316, 1317, 1319, 1323, 1324, 1332, 1335, 1339

INSTITUTIONAL INDEX

CONNECTICUT UNIVERSITY
256, 654

CORNELL UNIVERSITY
34, 42, 43, 60, 88, 153, 156, 171, 264, 294, 296, 307, 331, 411, 428, 440, 454, 470, 471, 474, 475, 479, 480, 483, 554, 564, 572, 573, 614, 622, 643, 645, 648, 662, 669A, 691, 858, 859, 860, 884, 924, 938, 940, 945, 946, 967, 975, 977, 982, 990, 1037, 1041, 1049, 1056, 1066, 1067, 1070, 1099, 1124, 1142, 1197, 1216, 1306, 1336

DENVER UNIVERSITY
29, 228, 367, 382, 675, 680, 839, 985, 1079, 1260, 722, 1285, 1299, 249, 1051

EASTERN BAPTIST THEOLOGICAL SEMINARY
1307

FLORIDA STATE UNIVERSITY
63, 91, 206, 265, 378, 452, 492, 855, 1093, 1113, 1131, 1187

FLORIDA UNIVERSITY
198, 405, 505, 536, 540, 542, 629, 721, 966, 1118, 1337

FORDHAM UNIVERSITY
560, 794, 912, 1032

GEORGE PEABODY COLLEGE
85, 92, 502, 739, 857, 1017, 1228

GEORGE WASHINGTON UNIVERSITY
386, 506, 1242, 748

HARTFORD SEMINARY FOUNDATION
77, 1308

HARVARD UNIVERSITY
70, 464, 476, 482, 658, 763, 875, 1048, 1201

HOUSTON UNIVERSITY
237, 457, 752, 835, 941, 1084, 1221

ILIFF SCHOOL OF THEOLOGY
431, 1294

ILLINOIS UNIVERSITY
110, 343, 438, 655, 667, 677, 764, 923, 949, 965, 1010, 1023, 1024, 1026, 1027, 1030, 1036, 1137

INDIANA UNIVERSITY
40, 142, 154, 163, 165, 254, 288, 291, 304, 338, 351, 366, 377, 469, 516, 558, 574, 578, 587, 589, 695, 729, 731, 745, 879, 907, 908, 984, 1018, 1138, 1170, 1172, 1231, 1237

IOWA STATE COLLEGE
678, 747

IOWA STATE UNIVERSITY
141, 194, 205, 213, 214, 262, 299, 309, 465, 592, 700, 711, 718, 970, 1012, 1055, 1087, 1220, 1234

IOWA UNIVERSITY
129, 323

JOSEPH JUNIOR
867

KANSAS UNIVERSITY
298, 363, 497, 766, 866, 1329

KENTUCKY UNIVERSITY
313, 672, 1175

INSTITUTIONAL INDEX

LONDON UNIVERSITY
1174

LOUISIANA STATE UNIVERSITY
257, 789, 804, 1009

LOYOLA UNIVERSITY
80, 116

MARYLAND UNIVERSITY
936, 1105, 186, 734, 862, 933, 114, 136, 158

MICHIGAN STATE UNIVERSITY
89, 144, 181, 223, 263, 267, 297, 300, 346, 350, 373, 395, 462, 477, 493, 503, 521, 553, 556, 568, 570, 571, 576A, 618, 651, 659, 689, 733, 740, 791, 793, 834, 843, 886, 910, 953, 955, 962, 976, 1002, 1040, 1042, 1043, 1116, 1128, 1148, 1184, 1222, 1331

MICHIGAN UNIVERSITY
10, 39, 67, 82, 128, 132, 134, 159, 160, 172, 201, 202, 207, 210, 224, 230, 236, 238, 243, 247, 260, 333, 360, 389, 432, 488, 520, 525, 531, 544, 583, 647, 653, 687, 699, 754, 776, 783, 784, 802, 849, 852, 885, 892, 921, 1007, 1011, 1025, 1038, 1162, 1194, 1204, 1322, 1328

MINNESOTA UNIVERSITY
94, 120, 148, 225, 235, 329, 358, 430, 489, 495, 498, 515, 528, 538, 591, 602, 604, 663, 719, 723, 757, 769, 795, 774, 805, 832, 833, 926, 929, 931, 948, 951, 954, 961, 968, 1029, 1091, 1108, 1166

MISSOURI UNIVERSITY
146, 255, 306, 325, 326, 380, 393, 400, 916, 920, 935, 958, 959, 979, 980, 981, 1121, 1207, 1219, 1235

NEBRASKA UNIVERSITY
101, 121, 273, 416, 426, 865, 1004, 1192

NEW YORK UNIVERSITY
38, 50, 55, 76, 106, 123, 138, 170, 174, 179, 188, 208, 226, 269, 278, 284, 328, 344, 370, 384, 391, 420, 441, 463, 484, 496, 534, 539, 543, 546, 608, 616, 633, 665, 685, 703, 708, 717, 728, 741, 761, 765, 770, 781, 786, 798, 799, 801, 806, 809, 815, 816, 819, 821, 827, 828, 829, 831, 836, 841, 851, 854, 874, 903, 914, 917, 922, 937, 947, 1014, 1057, 1072, 1109, 1122, 1129, 1158, 1165, 1189. 1206, 1236, 1262, 1310, 1326, 1330, 1333

NORTH CAROLINA UNIVERSITY
316, 646, 705, 878, 1065, 1120

NORTHWESTERN UNIVERSITY
133, 155, 407, 461, 514, 563, 576, 726, 768, 814, 899, 909, 1068, 1103, 1180, 1227, 1267, 1312, 1315

NORTH TEXAS STATE COLLEGE
620, 773, 1050

NOTRE DAME UNIVERSITY
192, 782

INSTITUTIONAL INDEX

OHIO STATE UNIVERSITY
4, 7, 13, 18, 26, 33, 41, 109, 111, 175, 193, 195, 240, 241, 248, 279, 295, 342, 357, 361, 371, 376, 434, 486, 523, 595, 598, 599, 686, 701, 749, 755, 758, 759, 792, 826, 847, 848, 880, 881, 883, 906, 942, 944, 960, 986, 988, 1005, 1013, 1046, 1059, 1064, 1074, 1077, 1080, 1081, 1089, 1090, 1104, 1146, 1213, 1327

OKLAHOMA UNIVERSITY
72, 359, 409

OKLAHOMA STATE UNIVERSITY
559, 632, 673, 1047

OKLAHOMA A & M
692

OREGON UNIVERSITY
1, 16, 216, 507, 621, 1063, 1169

OREGON STATE COLLEGE
51, 286

PENNSYLVANIA STATE
118, 161, 199, 209, 229, 318, 375, 383, 396, 518, 529, 582, 657, 830, 844, 952, 956, 964, 972, 1095, 1107, 1159

PENNSYLVANIA UNIVERSITY
130, 191, 219, 227, 707, 762, 969, 974, 1006, 1008, 1117, 1230, 1272

PITTSBURGH UNIVERSITY
44, 59, 73, 117, 196, 422, 468, 552, 609, 778, 890, 1115, 1126, 1iso, 1193, 1211, 1240, 1243, 1264, 1277, 1286, 1287, 1289, 1293

PRINCETON UNIVERSITY
251

PURDUE UNIVERSITY
113, 131, 135, 242, 327, 332, 339, 387, 418, 682, 739A, 775, 807, 808, 813, 817, 818, 891, 896, 898, 905, 918, 971, 9768, 1044, 1985, 1141, 1205

RADCLIFF COLLEGE
1069

RHODE ISLAND UNIVERSITY
1183

RUTGERS UNIVERSITY
221, 650, 901, 1233

ST. LOUIS UNIVERSITY
96, 751

SOUTHERN BAPTIST THEOLOGICAL SEMINARY
1291, 397

SOUTHWESTERN BAPTIST THEOLOGICAL SEIINARY
638, 738, 1110, 1252, 1263, 1268, 1273, 1274, 1290, 1297, 1304

SOUTHERN CALIFORNIA UNIVERSITY
5, 14, 21, 31, 197, 215, 330, 349, 355, 413, 414, 429, 491, 532, 596, 666, 771, 777, 825, 864, 1094, 1096, 1133, 1147, 1188, 1226, 1278, 1300, 1313

STANFORD UNIVERSITY
61, 84, 87, 166, 189, 211, 222, 353, 354, 392, 398, 417, 527, 548, 550, 561, 566, 575, 600, 625, 664, 671, 709, 1035, 1112, 1152, 1157, 1182, 1185, 1190, 1225, 1249

INSTITUTIONAL INDEX

SYRACUSE UNIVERSITY
124, 246, 352, 580, 684, 995, 1098, 1123, 1176

TEMPLE UNIVERSITY
12, 336, 341, 362, 364, 394, 713, 744, 756, 1083, 1288

TENNESSEE UNIVERSITY
48, 289, 669, 1033, 1052, 1144, 1217

TEXAS TECHNOLOGICAL COLLEGE
285, 485

TEXAS UNIVERSITY
379, 234, 630, 681, 856, 1209, 1303

TORONTO UNIVERSITY
850, 911

TULAND UNIVERSITY
1022

UNION THEOLOGICAL SEIMINARY
1314

UTAH UNIVERSITY
187, 259, 996, 1086

VANDERBILT COLLEGE
184, 720, 1168

VIRGINIA UNIVERSITY
997, 1248

WASHINGTON STATE COLLEGE
137, 266, 1181, 1208

WASHINGTON UNIVERSITY
28, 203, 439, 490, 545, 730, 861, 963, 992, 1132, 1145, 1320, 1325

WAYNE STATE
244, 321, 555, 605, 668, 895, 1016, 1214, 1270, 1340

WESTERN RESERVE UNIVERSITY
68

WISCONSIN UNIVERSITY
19, 74, 86, 95, 102, 103, 104, 105, 108, 147, 149, 151, 152, 162, 169, 173, 176, 178, 182, 272, 275, 277, 281, 282, 287, 301, 303, 312, 335, 345, 404, 412, 421, 423, 427, 435, 436, 437, 445, 466, 481, 487, 511, 526, 530, 535, 577, 581, 584, 586, 590, 603, 615, 617, 619, 623, 624, 627,635, 636, 637, 639, 640, 642, 644, 649, 652, 670, 674, 676, 679, 710, 812, 925, 927, 928, 930, 932, 934, 939, 943, 973, 976A, 993, 1000, 1045, 1082, 1153, 1191, 1196, 1198, 1199, 1200, 1202, 1203, 1-38, 870

YALE UNIVERSITY
140, 1143, 1275, 1292

YESHIVA UNIVERSITY
190

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